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ABSTRACT

The study examined the effectiveness of music instruction on basic music skill acquisition and generalization to free time recreational pursuits of three groups (preschool, elementary, and secondary) of moderately and severely handicapped students. Instruction was provided to handicapped students with mixed etiologies (mentally retarded, deaf-blind, deaf-retarded, emotionally disturbed, autistic) and a comparison group of nonhandicapped 4 to 6 year olds in five areas: rhythm, melody, keyboard, ensemble, and harmony. Although handicapped Ss did not achieve the same magnitude of results as the comparison group, it was concluded that the handicapped population could learn many of the music skills. To determine if the children were using the taught music skills at home, a questionnaire to measure generalization was administered. Although generalization results could not be tied to the times when the child entered instruction, 33% of the students for whom questionnaires were completed showed good transfer to other settings. Appended material includes the curriculum used in the study, an assessment tool, a music questionnaire, and multiple baseline plots for each subset of the curriculum. (CL)

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Music for the Moderately and Severely Handicapped

Final Report
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Teaching Research Division
Oregon State System of Higher Education

H.D. Bud Fredericks
Project Director

Jacqueline Walker
Student Investigator

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This is the report of a student research project, entitled Music for Moderately and Severely Handicapped, awarded to Ms. Jackie Walker under the auspices of Teaching Research. Staff participants were Ms. Tina Farnes-Wilson and Ms. Dianne Enright. General Advisor to the project and project director was Dr. Bud Fredericks.

Purpose of the study. There were two objectives intended for this study: 1) To determine if it is possible to teach moderately and severely handicapped students music skills. 2) To determine whether these learned skills will generalize by being used as a recreational outlet in the free time of the students who were taught.

Background of the study. The need for this type of study has its origin in the area of recreation. Recreation for the moderately and severely handicapped has emerged as a major problem area. Luckey and Shapiro (1974) pinpointed the importance of recreation to the total system of habilitative services for mentally retarded persons. Corcoran and French (1977) reiterated this fact by indicating that training in leisure time skills can help retarded adults learn to cope effectively with unstructured situations. Katz and Yekutiel (1974) interviewed and questioned parents of graduates of two sheltered workshops for the retarded about leisure time and social problems of their sons and daughters. The parents identified the most important problem as a lack of suitable companions and friends of both sexes; as a result, the young adults spent their leisure time within the family and engaged in activities which should not require interaction with normal society.

Interviews conducted by the project director of this study with group home operators for adult moderately and severely handicapped indicated that one of the major tasks that they face is the teaching of recreational skills in order to provide leisure time activities for their residents. All indicated, however, that they had some success in teaching these skills. Others have also demonstrated that they could teach leisure time skills or

modify leisure time behavior. Johnson and Bailey (1977) conducted a multi-element baseline design to investigate the effect of availability of materials, participation and instruction on the leisure behavior of 14 retarded women in a half way house. One of the findings of the study was that instruction in weaving and rug making significantly increased the percentage of residents participating in these activities. Jenkins et al (1977) investigated in two special homes for the elderly whether the level of engagement in recreational activities could be increased by providing regular recreational sessions where the resident had the opportunity to use various extra recreational materials. He found that the resident's level of engagement during the session was consistently higher than under baseline conditions. He concluded that the low engagement of the residents is at least partially due to the lack of opportunity to engage rather than to the specific disabilities of the residents.

In response to this need for training of mederately and severely handicapped children in recreational skills, a number of leisure time programs have been tried. Day and Day (1977) conducted a two month program involving 133 instructional objectives with 1,215 sub-tasks, and found that moderately retarded individuals mastered passive type activities most readily; group activities were the least mastered, thus indicating the need once again for the training of individual leisure time skills. Wehman (1976) highlights this need by discussing the difficulty of choosing play materials for the severely handicapped. Numerous "how to" documents have been prepared or distributed by the American Association for the American Alliance for Health, Physical Education and Recreation. One such notable one was materials on creative art, crafts, drama and music for persons with handicapping conditions (1975). However, little data were provided as to the effectiveness of these programs for the moderately and severely handicapped.

It was hypothesized by the project director of this project that music might be an appropriate program for moderately and severely handicapped children. A review of the literature however, indicated only one article that discussed teaching music to moderately and severely handicapped, (Mills, 1975). However, there were numerous articles (Carroccio, et al, 1976; Deutsch, 1978; Lapp, 1978; Steinback, et al, 1974, Richman, 1976) on the effects of music as contingencies and as background for work related tasks.

In an effort to determine whether it is possible to teach moderately and severely handicapped children music, two pilot efforts were conducted. The first of these was conducted in conjunction with the music consultant in this proposal and with the project director's mentally retarded son. A two year effort was undertaken during the period 1975-1977 wherein this moderately retarded (IQ 48) boy age 10, was taught the Yamaha Music program within group instruction provided by the music instructor. At the conclusion of this two year period, the boy's vocal pitch and ability to approximate vocally correct musical tones had improved so that he could participate in chorus groups in a regular education program. He also made progress in learning to play the organ and was able to pick out simple tunes with the right and left hand played separately. The coordination of the two hands has not yet occurred, but instruction is continuing. The child also demonstrated an increased interest in listening to records, the acquisition of records, and playing independently and without prompting, the organ in the family home.

As a result of this single subject study, the Teaching Research Infant and Child Center examined during the 1977-78 school year whether other moderately and severely handicapped children could be taught music skills.

This examination was conducted as part of the regular instructional program provided the children. A curriculum was developed which was the

forerunner of that shown as Appendix A of this report. The curriculum shown in Appendix A is that which was used for the conduct of the present study.

Two populations were chosen for study, a moderately and severely handicapped population containing a variety of etiologies, including mental retardation, deaf-blind, deaf-retarded, emotionally disturbed and autism, and a comparison population of non-handicapped children ages 4-6. This non-handicapped population was chosen as being representative of the mental age of the handicapped population. In most cases, however, the handicapped population's mental age was below this level.

Children in groups of 6 to 8 were instructed in a group setting once a week for ½ hour by the music consultant. Further practice in the skills taught was provided during three additional ½ hour periods during the week.

Table 1 summarizes gains made by these two populations. Table 1 shows the skills possessed by the handicapped in five music curricular areas on October 27. Instruction was conducted with the handicapped population from October 27 to February 2. Measurements were taken on December 5 and February 2. The number of skills possessed by the non-handicapped on those dates is also shown. The gains made by the handicapped during the period December 5 to February 2 were compared with the gains made by the non-handicapped population during the same period. As is obvious from an examination of Table 1, the handicapped population were capable of making gains in rhythm, melody and keyboard during the December 5 through February 2 period.

The gains made by the comparison population were much higher in rhythm and melody and surprisingly less in keyboard. The comparison population also made gains in ensemble and harmony, whereas the handicapped population did not show gains in these areas. Although the handicapped population did not achieve the same magnitude of results as the comparison population, there seemed to be sufficient evidence to indicate that the handicapped population could learn many of these skills.

	HANDICAPPED POPULATION						COMPARISON POPULATION		
					Dec 5-Feb 2 Gains			Dec 5-Feb 2 Gains	
Area	n	Oct. 27 Baseline	Dec. 5	Feb. 2	Total Gain	$\bar{X}$ Gain	n	Total Gain	$\bar{X}$ Gain
Rhythm	23	33	140	340	200	8.69	23	395	17.17
Melody	23	23	123	231	108	4.69	23	464	20.17
Keyboard	18	5	8	96	88	4.88	23	44	1.91
Ensemble	2	6	6	6	--	----	23	75	3.26
Harmony	--	--	--	--	--	----	23	22	.95

Table 1

Gains Made by Handicapped Population and Comparison Group

Population. The population of this study were members of the classrooms conducted by Teaching Research. Three classrooms were involved. A preschool classroom, elementary and secondary. All three classrooms served severely handicapped children of mixed etiologies. Children were assigned randomly to three groups. The assignment of the groups at each level together with the birthdate and the age of the child as of October 1, 1980, when the music research project was initiated, is shown in Table 2. Handicapping conditions are also listed for each child. There was wide variation among the handicapping conditions of the children, but this was not felt to be inhibiting for the conduct of the study.

Setting. This study was conducted as part of the natural instructional environment of the children in their various classrooms. The preschool classroom is located in the Teaching Research building in Monmouth, Oregon. The elementary severely handicapped classroom is located in the Campus Elementary School in Monmouth, Oregon, and the secondary severely handicapped classroom is located at Talmadge Junior High School in Independence, Oregon. Each classroom had an instructional staff of a teacher and an aide, all of whom were employees of Teaching Research. The number of children in each class varied from 8 to 12. A complete description of the classroom model is contained in A Data Based Classroom for the Moderately and Severely Handicapped, (Fredericks, et al, 1979). The music instruction which was presented to the children was that which would be normally presented in the course of instruction in each of these classrooms. The curriculum which was utilized in the instruction is shown as Appendix A.

Measurement instruments to be used. Two systems of measurement were utilized. The first measured the skill acquisition of the children under instruction. The second measured the generalization of those skills in either a group home setting or the home of the natural or foster parents.

Table 2

Characteristics of Music Reserach Subjects
1980-1981

INSTRUCTION GROUP #	T.R. CLASSROOM	BIRTHDATE/AGE*	HANDICAPPED CHARACTERISTICS
	PRESCHOOL		
1	Mark Braziel	9-9-75/5 yrs.-1 mo.	mild C.P./ mild M.R./mild motor dysfunction/ severe communication dysfunction
1	Michael Burrage	9-1-76/4 yrs.-1 mo.	severe M.R. | severe communic dysfunc-tion | severe behavior dysfunc-tion | mild health condition | (autistic
1	Brian Gustafson	5-17-77/3 yrs. -4.5 mo.	severe M.R. / severe communication dysfunctic mild behavior dysfunction / (Down's)
1	Mark Johnston	9-7-77/3 yrs.-1 mo.	severe seizures / borderline M.R. / severe communication dysfunction / severe behavior dysfunction
2	Aaron Clark	11-17-74/5 yrs.-10.5 mo.	moderate M.R./ (Down's)
2	Brad Green	5-8-75/5 yrs.-5 mo.	severe M.R./ mild motor dysfunction / severe communication disorder / severe behavior dysfunction
2	Joseph Steed	7-6-77/3 yrs.-3 mo.	mild hydrocephalus (high risk)
3	Michael Everett	2-4-75/5 yrs.-8 mo.	moderate M.R. / severe communication dysfunc-tion / severe behavior dysfunction / (autisti
3	Shannon Jones	3-25-77/3 yrs.-7 mo.	mild C.P./ borderline M.R. / mild motor dys-function / mild communication dysfunction
	ELEMENTARY/SH		
1	Mindy Blair	5-8-69/11 yrs.-5 mo.	moderate M.R. / severe communication dysfunc-tion / mild behavior dysfunction
2	David Stokes	7-28-68/12 yrs.-3 mo.	severe M.R. / severe communication dysfunctic mild behavior dysfunction
3	Jason Whitcomb	10-3-70/10 yrs.	controlled seizures / moderate M.R. / mild motor dysfunction / severe communication dysfunction / mild behavior dysfunction
	SECONDARY/SH		
1	Cindy Harlan	3-25-68/12 yrs.-6.5 mo.	mild M.R./ mild motor dysfunction / severe behavior disorder
1	Howie Mendez	8-8-67/13 yrs.-2 mo.	controlled seizures / severe M.R. / severe communication disorder / mild behavior disorder
(1)	Randy Davies	7-27-66/14 yrs.-2.5 mo.	moderate M.R. / mild communication disorder / severe behavior dysfunction
2	Andrea Lamson	11-11-65/14 yrs.-11 mo.	moderate M.R./ mild motor dysfunction / mild behavior dysfunction

Table 2, continued.

STRUCTION GROUP #	T.R. CLASSROOM	BIRTHDATE/AGE*	HANDICAPPED CHARACTERISTICS
2	James Weeks	5-10-65/15 yrs.- 5 mo.	moderate M.R. / mild communication disorder / mild behavior dysfunction /
3	Johnny Williams	9-6-65/15 yrs.-1 mo.	mild C.P. / severe M.R. / mild motor dysfunction / legally blind / deaf / severe communication dysfunction / severe behavior dysfunction
3	Jana Leonard	12-7-63/16 yrs.-10 mo.	severe M.R. / mild motor dysfunction / legall blind / hard of hearing / severe communicatio dysfunction / severe behavior dysfunction / mild health impairment

* = age as of 10-1-80, when Music Research Project involvement initiated.

a. Measurement of skill acquisition. An objective referenced instrument based upon the taught curriculum was used to verify skill acquisition. That instrument is shown as Appendix B. Measurement of all children, those under instruction and those waiting to begin instruction under the multiple baseline procedure, were taken in October, December, February and May of 1980-81 using this instrument. Satisfactory (.90 and higher) inter-rater reliability measures were achieved between two data keepers prior to the administration of each baseline testing. Students not participating in the study were used to achieve these inter-rater reliability checks.

After the child was placed in instruction, data were gathered continuously by the classroom teacher and the music consultant. The major purpose of this continuous data was to make modifications in the child's instructional program to facilitate progress. A description of the types of decision making that was done with these continuous data is described in the Data Based Classroom for Moderately and Severely Handicapped.

b. Measurement of generalization. To determine if the child was using these taught music skills in his home setting, questionnaires were administered on an interview basis to determine whether children were using music skills in the home. See Appendix C for copy of questionnaire. The questionnaires were administered in October, December, February and May of the project year.

Results. Multiple baseline plots were made across the four components of the curriculum. These are shown in Figure 1 (Rhythm), Figure 2 (Singing), Figure 3 (Melody), Figure 4 (Harmony), and Figure 5 (all Music Skills). These figures show the results of the total scores for each of the three groups in the four major curricular areas in all music skills combined. An examination of each of the figures demonstrates gains in scores by each group of students for each area of the curriculum and the total curriculum. Group 1 commenced instruction in October and thus should have shown some stability between the October and the December testing. Group 2 started instruction in December and should have been starting to show gain between December and February. Group 3 started instruction in February. An examination of each of the figures shows that all groups gained in all areas during each of the testing periods in rhythm (Figure 1) and harmony (Figure 4). In Figure 2 Groups 2 and 3 showed gains during each testing whereas Group 1 showed a loss between the October and December testing but then significant gains between December and April (Figure 2). Figure 3 shows the melody scores and indicates that all groups gained between the October and December tests and Groups 1 and 2 continued to gain during the subsequent two testing. Group 3 lost scores in the melody area between December and April. An examination of Figure 5 shows gains across the entire curriculum between each testing period for each of the groups.

In an effort to determine if any of the sub-areas of each of the four music curriculum areas were skewing the data, multiple baselines were plotted for each of the sub-areas. These graphs are showed in Appendix D. An examination of those sub-areas indicated no individual sub-areas with aberrant patterns.

A test of general skill acquisition of music scores was accomplished for all students across all areas. The individual scores for each student

Figure 1. Rhythm Total Scores

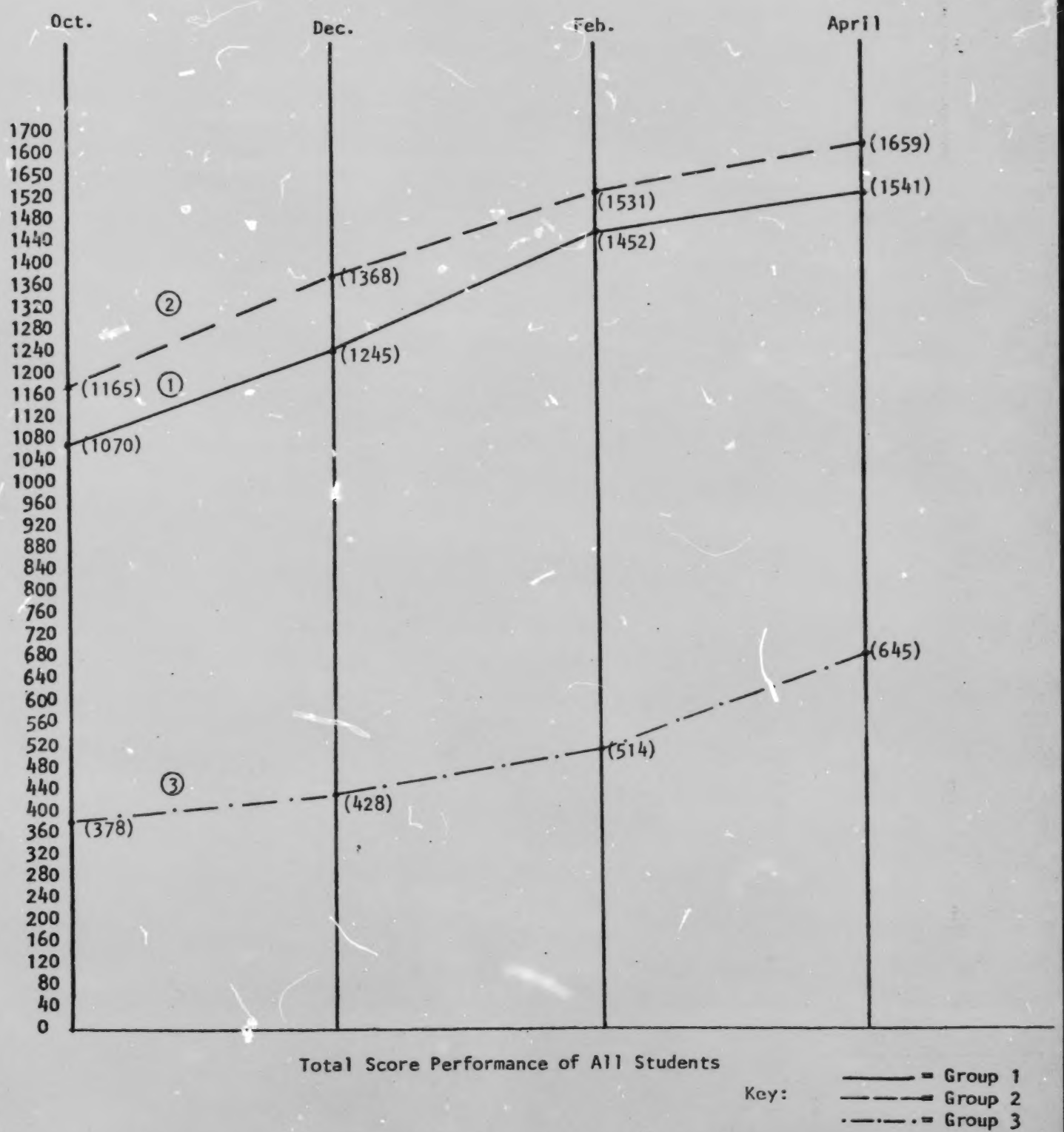
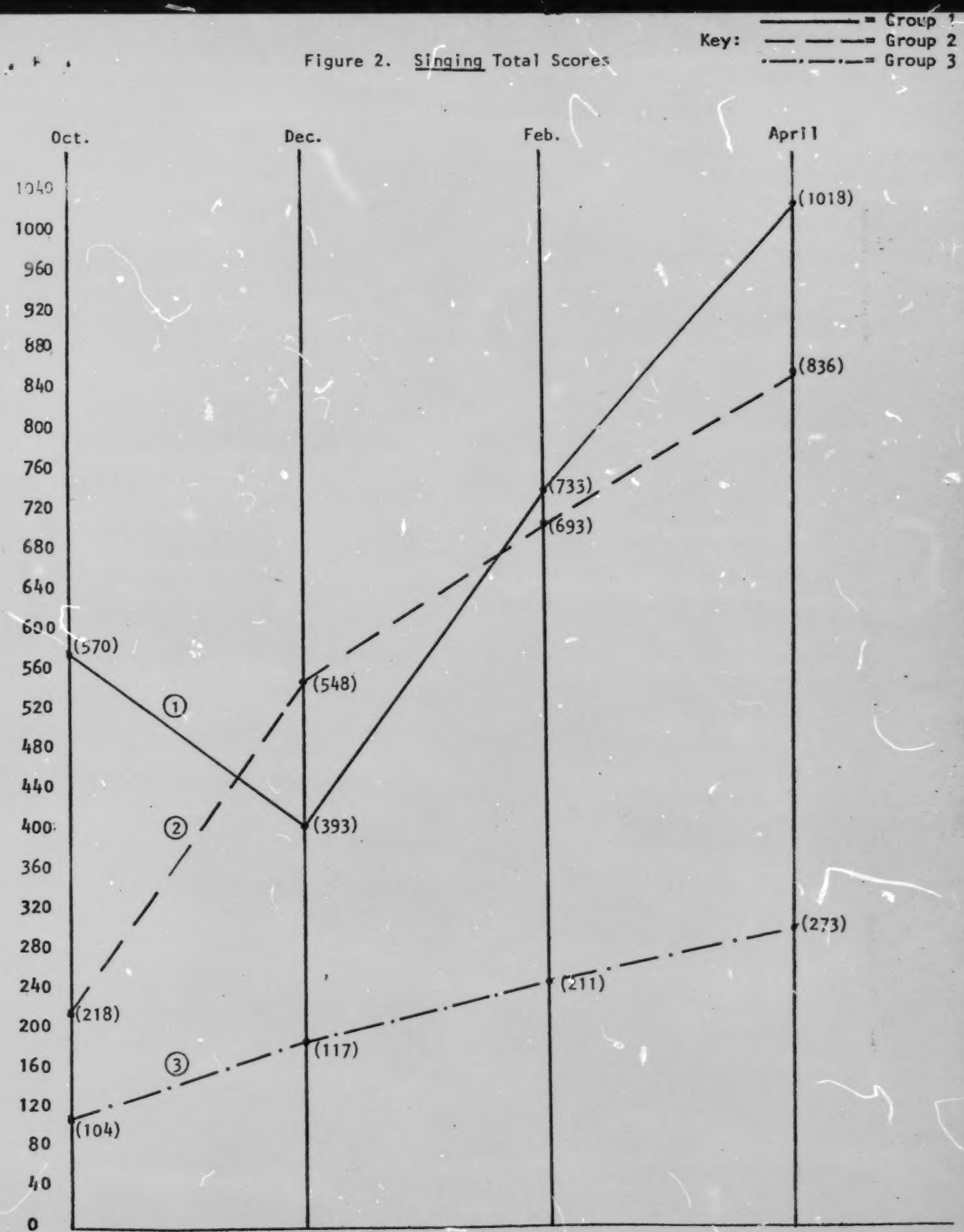
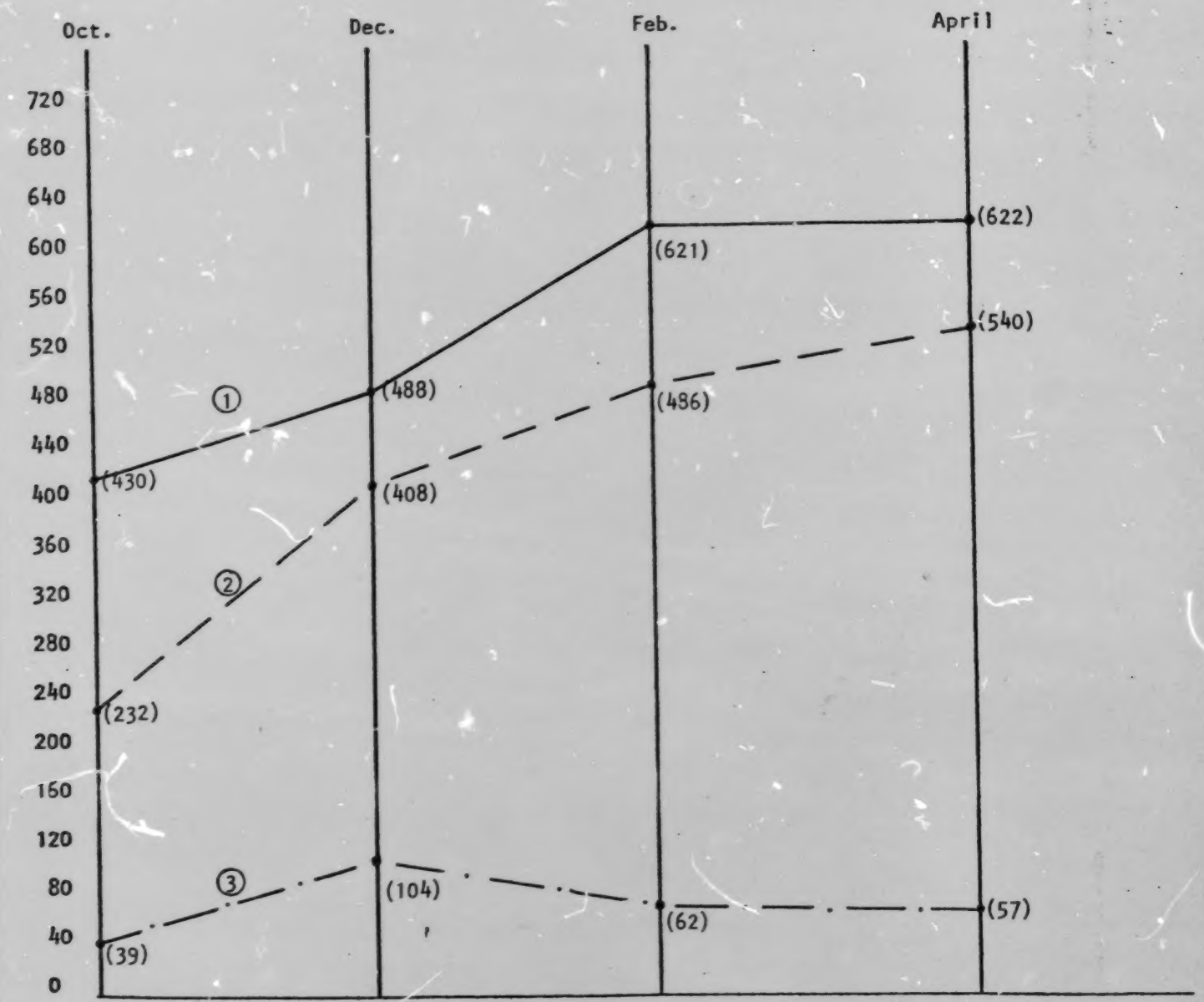


Figure 2. Singing Total Scores



Total Score Performance of All Students

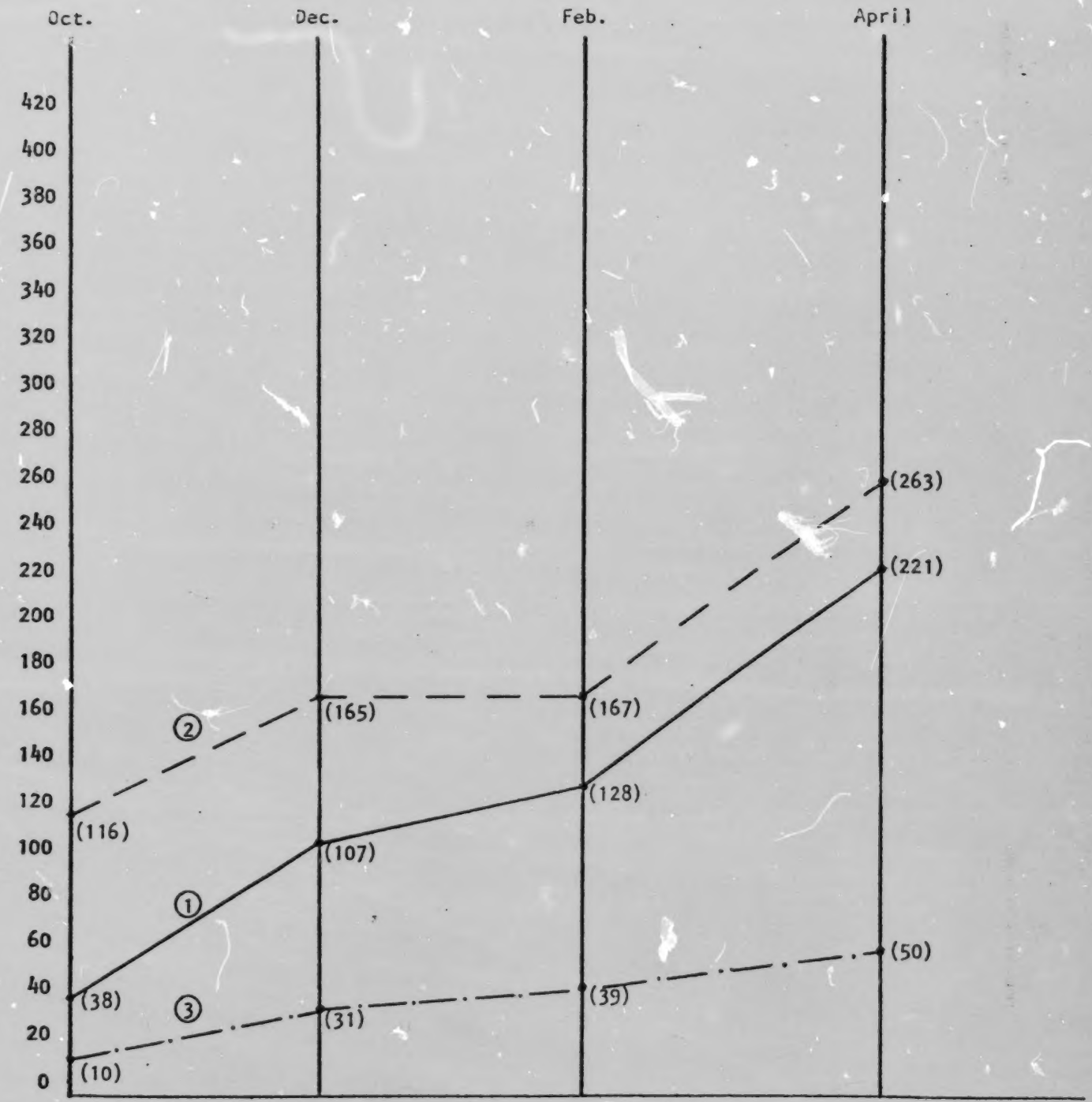
Figure 3. Melody Total Scores



Total Score Performance of All Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

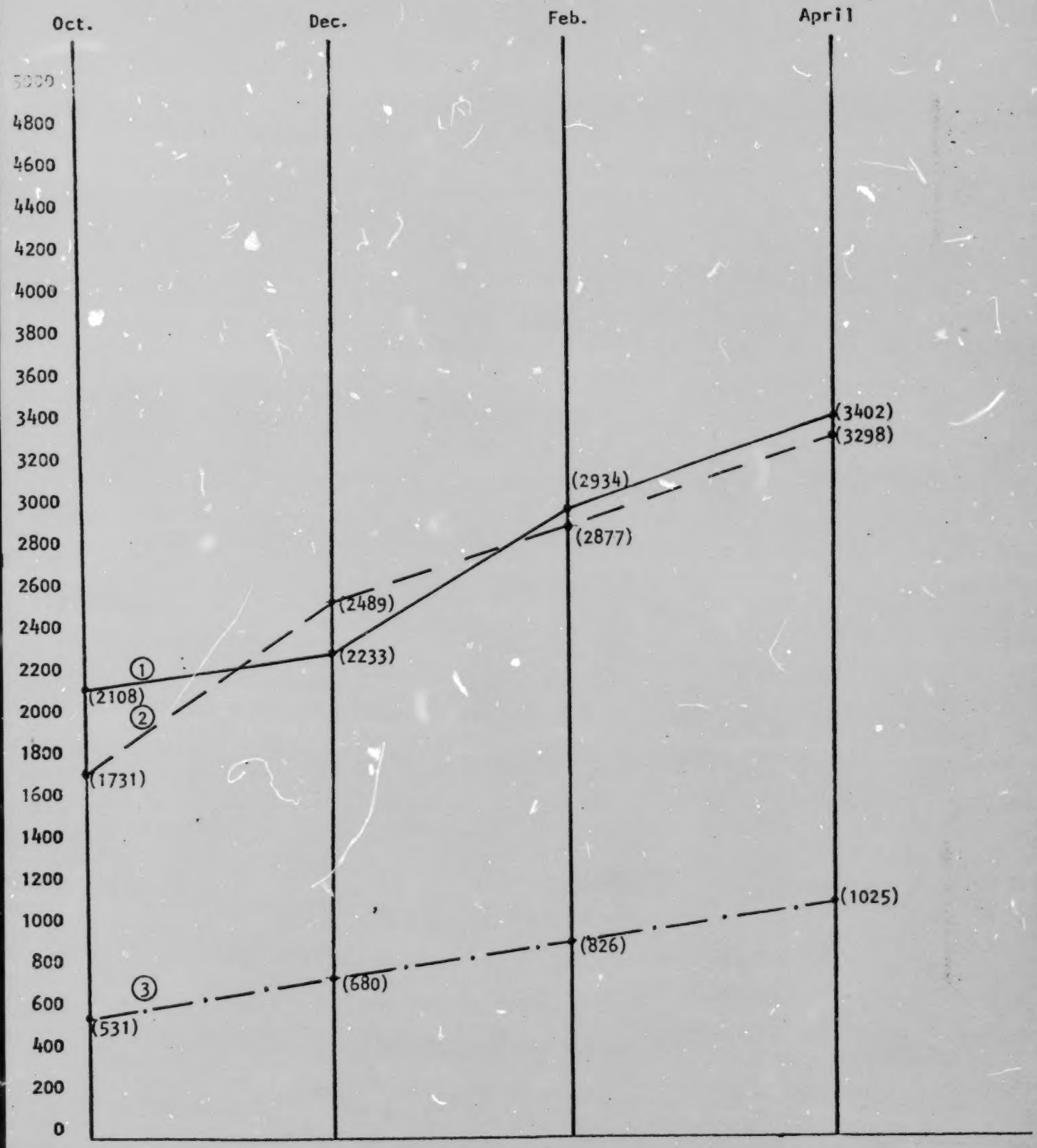
Figure 4. Harmony Total Scores



Total Score Performance of All Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Figure 5. All Music Skills Total Scores



Total Score Performance of All Students

Key: ——— = Group 1
— — — = Group 2
—·—·— = Group 3

are shown in Table 3. October scores are shown as score 1 and the April scores are shown as score 2. The two scores were statistically compared using a t-test and are found to be significant at the .04 level.

Of the 18 children who were involved in the study generalization data were obtained for 14. These data were obtained from the parents or group home parents using the instruments shown in Appendix C.

Of the 14 children two showed no generalization data. All the remaining 12 showed no generalization data being exhibited until the final testing period in May. The amount of generalization varied considerably with each child and is summarized as follows:

Preschool

Child number 1: no evidence.

Child number 2 progressed from seldon clapping to often clapping in time with music, from never swaying to music to often swaying to music, and from never bouncing when he heard music to very often bouncing when he heard music. In addition, this particular student progressed from never voluntarily playing at autoharp, guitar or ukulele to often playing at the autoharp, guitar or ukulele independently.

Child number 3 progressed from seldom dancing in time to music to often dancing in time to music and from never imitating short segments of a familiar song by tapping or clapping to sometimes engaging in that behavior.

Child number 4 progressed from seldom to often playing rhythm instruments and played with three different instruments; tambourine, drum and bells. He progressed from seldom to often imitating short segments of a familiar song by tapping or clapping and progressed from never attending to music on tapes or records to often attending. Finally he went from a situation of never writing or drawing symbols which look like music notes to sometimes writing or drawing symbols which look like music notes.

Child number 5 would only clap with adult suggestion to music and now

Group	Score #1 (Oct.)	Score #2 (April)	D	D^2
1	109	143	34	1,156
1	111	164	53	2,809
2	324	590	266	70,756
3	41	80	41	1,681
2	151	241	90	8,100
1	131	354	223	49,729
1	156	372	216	46,656
3	346	744	398	158,404
2	306	781	475	225,625
1	689	935	246	60,516
2	83	113	30	900
3	64	106	42	1,764
1	605	737	132	17,424
2	498	1,402	904	817,216
1	398	686	288	82,944
2	495	779	284	80,656
3	32	39	7	49
3	44	56	8	64

$N = 18$ ΣD 3737 $(\Sigma D)^2$ 1,626,449

$\Sigma D^2 = 13,965,169$

$\sigma_D = 877.965$, $t = .975$, significant at .04 level
$df = 17$

Table 3

Test for Significance Between October and April
Scores for all Students Across all Skills

N = 18

sometimes does it independently. He also would only sway with adult suggestion to music and now very often sways to music independently. Only with adult suggestion did he tap to music and now he sometimes independently taps to music. He never danced to music and now he often dances to music. He sometimes played with a tambourine and now he often plays with a tambourine. He never reacted differently to varying tempos or speeds of music now he often reacts to varying tempos. He seldom imitated short segments of a familiar song by tapping or clapping and now he often does so. Only with adult suggestion did he sing or hum segments of a familiar song, now he sometimes does that independently. Only with adult suggestion did he play at the piano or organ now he sometimes does that independently. He never played at the songflute and he often does that now. He never played at an autoharp, a guitar or a ukulele and he often does that now. He seldom attended to music on the radio and he often does that now and he sometimes attended to music on tapes or records and he often does that now.

Child number 6 sometimes clapped to music now very often claps to music. He seldom swayed independently to music now very often sways to it. He seldom danced to music now very often dances to it. And although previously never attended to music on the radio, tapes or records he now very often attends to such music.

Child number 7 seldom danced to music and now sometimes does that. He seldom reacted differently to varying tempos of music and now he sometimes does that.

Elementary

Child number 1 had no evidence of any generalization.

Child number 2 who seldom clapped to music independently now sometimes does and now very often sways to music where he seldom did before. Although formally he sometimes bounced to music he now often does and where he seldom

tapped in time with music he now sometimes does. He seldom imitates short segments of a familiar song by tapping, clapping, hopping or by singing and now he often does all of those. Where he sometimes attended to music on tapes or records he now very often attends to music on tapes or records. Where he never looked at printed music in a book he now does this.

Child number 3 never interacted with instruments and now sometimes plays both the tambourine, drums and bells. Whereas he never attended to music on the radio or music on tapes or records, he now sometimes does.

Secondary

Child number 1 who never played on the piano or organ now sometimes does.

Child number 2 who only seldom attended to music on the radio now often does.

Child number 3 who only with adult suggestion played at the piano or organ now sometimes does.

Child number 4 seldom tapped in time with music and he now sometimes does. He never danced in time to music and he now sometimes does. He sometimes reacted differently to varying tempos of music and now often reacts differently to varying tempos of music. He formally never played at a piano, organ, harp, guitar or ukulele and now sometimes does. He sometimes attended to music on the radio and now often does.

Discussion. An examination of the data presented in the multiple baseline figures is disappointing from a research design point of view because the data slopes do not conform to the hypothesized slopes for multiple baseline. Whereas only Group 1 should have shown progress between the period of October and December, progress is manifested by all groups in all curricular areas during that period except in the singing area for Group 1 who lost. Looking at the period from December to February one

would expect that Group 2 would show a sharp increase in learning during that period since this is the time they entered into instruction and yet that sharp increase is not demonstrated in any of the curricular areas. The same lack of pattern exists for Group 3 who did not start their instruction until February. When one looks at Figure 5 one sees that all groups gained in each testing period.

We searched for explanations of this phenomenon and have pinpointed two possible explanations. One of the basic weaknesses of the study was that the music instruction in the classroom, which was the generalization training, was not sequestered and thus non-targeted children were exposed to some learning. Although the formal music instruction was given only to the children who are targeted in the groups, the generalization of that instruction which was practiced in the classroom could be overheard by other children in other groups. Therefore, we believe that there was some vicarious transfer of learning, for we noticed that many of the children were keeping time with the music when they were not engaged in instruction. In addition, in at least two cases where children were placed in Groups 2 and 3 at the preschool level, preschool parents independently began to instruct their children in some of the music skills at home. This naturally contaminated some of the findings.

As an alternative to the multiple baseline analysis, given the possibility of contamination of instruction, we examined the gains made by the students as a group utilizing a parametric statistic and, as is demonstrated in Table 2, there is a significant difference between the pre and posttest scores of the group of 18 children. This difference must be attributed to instruction.

A word must be said about the composition of the three groups. We were dealing with a limited population across three classrooms. The composition

of those classrooms were children who ranged from moderately to profoundly handicapped. In addition, a variety of handicapping conditions could be found in the classrooms. Because of the small numbers of children involved, stratification by category of handicapping condition or degree of severity of handicap was not attempted. In retrospect, this is considered to be a design error. Stratification of sample by degree of handicapping conditions probably would have resulted in a more equitable distribution of children to the three groups, and perhaps facilitated more meaningful analysis. The difficulties caused by non-stratification of the sample can be demonstrated by examining the characteristics of the children in Group 3. These children must be considered considerably more handicapped than the children in the other two groups. There were two deaf/blind children in this group and they had difficulty proceeding beyond the rhythm section of instruction. This distribution of handicapping conditions accounts somewhat for the depressed scores as seen in Group 3.

The generalization results were somewhat disappointing in that they too could not be tied to the times when the child entered instruction. This was partially explained by the parents failing to return the questionnaires in some instances and generally no gains being shown in the interim months. Comparing the October generalization data with the April generalization data, however, we do see evidence of generalization occurring. Certainly in at least four of the preschool children, child 4, and child 6, we see a fair amount of accumulation of data of generalization. At the elementary level we see this with at least one of the three children. At the secondary level we can only say that one of the four children is showing reasonable evidence of generalization.

The question logically becomes: Are these good results to achieve with a population as handicapped as this? If one accepts the fact that six of the 18 children on whom we had generalization data or 33% are

showing good evidence of generalization, we must point to the music curriculum as being a valid instructional instrument that may enhance the leisure time activities of some moderately and severely handicapped children.

Certainly the data demonstrate that children can be taught music skills if one examines Table 2 and the significant results achieved. One must also realize that all of these data were gathered within one year and represent only one year's instruction. If these children are placed in a second and a third year of instruction with the same type of intensity, to what degree they will learn music skills and how they will generalize those skills is still not answered. The data suggest that they would continue to learn and continue to progress.

The general conclusion that we would make from these data is that first it was disappointing that we were unable to demonstrate and correlate instruction to the gains via a multiple baseline approach. Because of no control group the validity of the parametrical statistical data are weakened although the gains of the children, using themselves as their own control, demonstrates significant progress. To our knowledge, there is no evidence in the literature of severely handicapped children acquiring music skills to the sophistication demonstrated herein.

The study is certainly not definitive but it does provide strong evidence for the value of providing music as part of the curriculum for the moderately and severely handicapped.

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Appendix A

THE TEACHING RESEARCH MUSIC CURRICULUM

Level 1

Teaching Research
Oregon State System of Higher Education
Monmouth, OR 97361

January, 1982

EC 162885

MUSIC CURRICULUM TAXONOMY - LEVEL I

RHYTHM

A. Direct Physical Response to Music
B. Recognizes and Plays Musical Instruments
C. Matches Tempo
D. Rhythm Imitation
E. Reads Rhythm Patterns

SINGING

A. Matches Pitch
B. Sings Melodic and Harmonic Patterns
C. Sings Simple Songs

MELODY INSTRUMENTS

A. Plays Melodic Patterns on Melody Bells (Xylophone)
B. Plays Simple Melodies on Melody Bells (Xylophone)

KEYBOARD

A. Matches Basic Locaters
B. Finds Basic Locaters
C. Matches White Keys
D. Finds and Plays White Keys
E. Plays Melodic Patterns on Keyboard
F. Plays Simple Songs on Keyboard

SONG FLUTE

A. Matches Notes
B. Finds and Plays Notes
C. Plays Melodic Patterns on Song Flute
D. Plays Simple Songs on Song Flute

HARMONY INSTRUMENTS

A. Plays Chord Patterns on Autoharp
B. Plays Chords to a Song on Autoharp

GUITAR

A. Matches Chords on Guitar
B. Finds and Plays Chords on Guitar
C. Plays Chord Patterns on Guitar
D. Plays Chords to a Song on Guitar

UKULELE

A. Matches Chords on Ukulele
B. Finds and Plays Chords on Ukulele
C. Plays Chord Patterns on Ukulele
D. Plays Chords to Song on Ukulele

Area: Rhythm

A. Direct Physical Response to Music - Level 1

Terminal Objective: Student listens to a musical cue and responds with a physical movement given verbal cue.

Phase I — Student listens to musical cue and responds with physical movement given verbal cue, model and physical assistance.

Phase II — Student listens to musical cue and responds with physical movement given verbal cue and model.

Phase III — Student listens to musical cue and responds with physical movement given verbal cue.

The following suggested steps apply to each of the phases above.

Steps:	Suggested Musical Examples
1. Start (with music)	1. Anything played on piano or record-musical chairs.
2. Stop (with music)	2. Anything played on piano or record-musical chairs.
3. Rock (back and forth motion)	3. Song Time (a), My Little Pony (d)
4. Sway (side to side motion)	4. Song Time (a), Man on the Flying Trapeze (d)
5. Clap hands	5. Clap Your Hands (b)
6. Stomp feet	6. Clap Your Hands (b)
7. Clap knees	7. Clap Your Hands (b)
8. Tap toes	8. Clap Your Hands (b)
9. Stand up	9. Clap Your Hands (b)
10. Sit down	10. Clap Your Hands (b)
11. Turn around	11. Now Everyone Dance (a), Singing Top (d), Snowflakes (d)
12. Jump	12. Popping Corn
13. Hop	13. Pogo Stick (a), John the Rabbit (d)
14. Swing arms	14. Hickory Dickory Dock

Suggested Materials:

1. Each step requires the use of a musical example through piano, tape or record.
2. The music specialist will recommend appropriate music for each example and if those examples are not readily available, will record them on cassette tape for classroom use.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to teach next step.

A. Direct Physical Response to Music - Level 1, Continued.

2. This is a non-cumulative skill, therefore maintain each acquired step with frequent review.

3. Steps 1 and 2 may be taught with any movement that the student associates with music (may include use of rhythm instruments). Other steps may be altered to accommodate physical limitations.

4. This program may not be appropriate for the hearing impaired student. However, assess all students as some may respond at some level through musical experience.

5. The purpose of this activity is to teach the student a means of responding to music as a leisure source.

6. Suggested musical selections taken from:

   (a) Songs for our Small World
   by Georgia E. Garlid and Lynn Freeman Olson
   Schmitt Music Center, Inc.
   527 Park Avenue
   Minneapolis, Minnesota 55415

   (b) Developing Everyday Skills
   by William Jamak
   Kimbo Educational
   Box 246
   Deal, NJ 07723

   (c) Getting to Know Myself
   by Hap Palmer
   Educational Activities, Inc.
   Box 392
   Freeport, NY 11520

   (d) Reaching the Special Learner
   Through Music
   by Sona D. Nocera
   Silver Burdett Co.
   Morristown, New Jersey

7. Musical examples are only <u>suggestions</u>. These may be changed according to materials on hand and musical taste of students involved.

Area: Rhythm

B. Recognizes and Plays Musical Instruments - Level I

Terminal Objective: Given instrument name, student will pick up and play a variety of rhythm instruments appropriately.

Phase I — Given instrument name, student will pick up the instrument, teacher completely assists student to play appropriately.

Phase II — Given instrument name, student will pick up and play it, teacher assists student only as necessary to play appropriately. Student must play at some time independently for a correct response.

Phase III — Given instrument name, student will pick up and play it appropriately in imitation of teacher.

Phase IV — Given instrument name, student will pick up and play it independently in an appropriate manner.

The following steps apply to each of the above phases.

Steps:

1. Tambourine (hitting or shaking)
2. Cymbals
3. Rhythmica
4. Rhythm Sticks
5. Drum
6. Triangle
7. Sandpaper Blocks
8. Tone Block
9. Bells
10. Castanets
11. Any rhythm instrument (may include home made instruments)

Teaching Notes:

1. Teaching Sequence - Teach step 1 through all phases, one at a time, before teaching remaining steps in order. Repeat entire sequence for each new instrument. Sequence of materials may alter.

2. This is a noncumulative skill, therefore maintain recognition of each instrument learned while introducing new instrument(s).

3. Teach student to play as many rhythm instruments as possible.

4. Teacher sits on the floor facing student (or directly across table) while teaching this skill.

5. For hearing impaired students that do not have instrument name signs in their repertoire, gestures of appropriate instrument motion may be used as a cue.

Area: Rhythm

C. Matches Tempo - Level I

Terminal Objective: Student plays instrument to match changing tempo of hand drum or piano played rhythmically. Student should visually be able to see teacher play instrument.

Phase I — Student claps to match steady tempo of hand drum or piano played rhythmically. Student should be provided with visual stimulus (include metronome and teacher model of steady tempo).

Phase II — Student claps to match steady tempo of hand drum or piano played thythmically. Student should be provided with visual stimulus. (Teacher model of steady tempo only.)

The following steps apply to Phases I and II above.

Steps:

1. Fast (approximately ♩ = 132-176)
2. Slow (approximately ♩ = 66-76)
3. Medium (approximately ♩ = 108-120)

Phase III — Student claps to match changing tempo of hand drum or piano played rhythmically. Student should visually be able to see teacher play instrument.

The following steps apply to Phase III only.

Steps:

1. Fast - Slow - Fast
2. Slow - Fast - Slow
3. Begin fast - gradually slow down
4. Begin slow - gradually accelerate
5. Random changes

Phase IV — Student plays instrument to match steady tempo of hand drum or piano played rhythmically. Student should be provided with visual stimulus (include metronome and teacher model of steady tempo).

Phase V — Student plays instrument to match steady tempo of hand drum or piano played rhythmically. Student should be provided with visual stimulus. (Teacher model of steady tempo only.)

See next page for steps.

C. Matches Tempo - Level 1, Continued.

The following steps apply to Phases IV and V above.

Steps:

1. Fast (approximately ♩ = 132-176)
2. Slow (approximately ♩ = 66-76)
3. Medium (approximately ♩ = 108-120)

Phase VI — Student plays instrument to match changing tempo of hand drum or piano played rhythmically. Student should visually be able to see teacher play instrument.

The following steps apply to Phase VI only.

Steps:

1. Fast - Slow - Fast
2. Slow - Fast - Slow
3. Begin fast - gradually slow down
4. Begin slow - gradually accelerate
5. Random changes

Suggested Branches:
a. Complete physical assistance and model
b. Physical prompt and model
c. Model

Suggested Materials:

A. Metronome	F. Rhythm Sticks
B. Piano	G. Bells
C. Hand Drum	H. Strobes
D. Tambourine	I. Guitar
E. Rhythmica	J. Song Flute

Teaching Notes:

1. Teaching Sequence - Teach Phase I, steps 1-3 before teaching Phase II, steps 1-3, etc.

2. This program is appropriate for the hearing impaired because it is based on visual rhythmic stimulus. If you choose to teach this program to the hearing impaired, place one of their hands on the piano top or record player speakers, and have them keep the tempo with the other hand. A small platform with speakers placed under it and the student sitting on top may be helpful. The use of color or blinking lights plugged into the speakers may also be of use. Imitating a tempo on large resonator bells that vibrate well would also be useful.

3. A larger or a smaller body movement may be substituted for clapping in Phases I-III if physical limitations dictate such a change.

C. Matches Tempo - Level 1, Continued.

4. The acquisition of this skill can be reinforced through generalization activities that require keeping time with the music. Some suggested activities follow:

   1. Bouncing a ball to the tempo of the music.
   2. Passing an object on each beat.
   3. Clapping phrases to songs in place of words as in "B.I.N.G.O." (d)
   4. Fading words out so that they are mouthed as in "John Jacob Jingelheimer Schmidt" (d).
   5. Select suitable music to accompany a walking tempo such as "Alley Cat" or "Let's Go Walking" (d).
   6. Select suitable music to accompany slow stately walks that can be dramatized with royal capes (scarves) and swords (sticks) such as a Handel "Minuet."
   7. Select music to accompany snappy marches such as Sousa's "Stars and Stripes Forever" or Marching to Pretoria" (d).
   8. Select music to accompany tiptoeing such as "My White Mouse" (d).
   9. Select music to accompany running such as Mussorgsky's "Ballet of the Unhatched Chicks" or Offenbach's "Can Can Theme".

5. Suggested musical selections taken from:

   (d) Reaching the Special Learner Through Music
   by Sona D. Nocera
   Silver Burdett Co.
   Morristown, New Jersey

Area: Rhythm

D. Rhythm Imitation - Level I

Terminal Objective:	Student will correctly imitate the one-measure rhythm pattern played on various instruments.
Phase I	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap and verbal assistance to say all four beats (names of notes or words of rhythmic phrase).
Phase II	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first three beats (note or word).
Phase III	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first two beats (note or word).
Phase IV	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first beat only (note or word).
Phase V	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap only. Student verbalizes four beats (note names or words) independently.
Phase VI	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap first three beats. Student claps fourth beat and verbalizes all four beats independently (note names or words).
Phase VII	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap first two beats. Student claps third and fourth beats and verbalizes all four beats independently (note names or words).
Phase VIII	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap first beat only. Student claps second, third and fourth beats and verbalizes all four beats independently (note names or words).
Phase IX	Student will correctly imitate the one-measure rhythm pattern when presented (teacher claps/verbalizes names of notes or phrase).
Phase X	Student will correctly imitate the one-measure rhythm pattern played on various instruments.

NOTE: See steps on next page

D. Rhythm Imitation - Level I, Continued.

The following steps apply to each of the above phases.

Steps:	Names of Notes	Suggested Rhythmic Phrases
1. ♩ ♩ ♩ ♩	1. ton, ton, ton, ton	1. Chug Chug Toot Toot (Tug Boat-Small World
2. ♩ ♩ 𝄽 𝄽	2. ton, ton, um um	2. Clap Clap Shh Shh (OR) Boom Boom Shh Shh
3. ♩ ♩ ♩ 𝄽	3. ton, ton, ton, um	3. Go to bed (Shh)
4. ♩ 𝄽 𝄽 𝄽	4. ton, um, um, um	4. Clap, Shh Shh Shh
5. ♩ 𝄽 ♩ 𝄽	5. ton, um, ton, um	5. Clap Shh Clap Shh
6. 𝅝	6. great, big, whole, note	6. Clap Hold Hold Hold
7. 𝅗𝅥 𝅗𝅥	7. half, note, half, note	7. Hold it Hold it
8. ♩ ♩ 𝅗𝅥	8. ton, ton, half, note	8. Clap Clap Hold it
9. 𝅗𝅥 ♩ ♩	9. half, note, ton, ton	9. Hold it Clap Clap
10. ♩ ♫ ♩ ♩	10. ton, ti-ti, ton, ton	10. The children are here
11. ♫ ♫ ♩ ♩	11. ti-ti, ti-ti, ton, ton	11. Humpty Dumpty Fell Down
12. ♩ ♫ ♩ 𝄽	12. ton, ti-ti, ton, um	12. The kittens sleep, shh
13. ♫ ♫ ♩ 𝄽	13. ti-ti, ti-ti, ton, um	13. Children sleeping now, shh
14. ♩. 𝅘𝅥𝅯 ♩ ♩	14. ton, dot, ti, ton, ton	14. Play . . . the big drum
15. 𝅗𝅥. ♩	15. half note, dot, ton	15. Hold Your Hands Clap
16. 𝅗𝅥. 𝄽	16. half note, dot, um	16. Hold Your Hands Shh

Suggested Materials:

A. Hand Drum
B. Rhythm Sticks
C. Tone Block
D. Triangle
E. Sand Paper Blocks
F. Tambourine
G. Song Flute
H. Piano
I. Autoharp
J. Guitar
K. Ukulele

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. This is a noncumulative skill, therefore maintain each acquired step with frequent review.

3. Clap the notes in the following manner:

♩ (ton) = one clap = one beat
𝄽 (um) = both hands make fists = one beat
𝅗𝅥 (half note) = one clap and hands remain together for second beat (move forward) = two beats
♫ (ti-ti) = two quick claps = one beat
𝅝 (great big whole note) = one clap and hands remain together for three more beats (move forward) = four beats
𝅗𝅥. (half note dot) = one clap and hands remain together for second and third beats = three beats
♪ (ti) = one quick clap = 1/2 beat
♩. (ton dot) = one clap and hands remain together = 1½ beats

4. If it is determined that the student is having difficulty associating the names of notes with the activity, it is possible to supplement familiar short phrases. See suggested rhythmic phrases.

D. Rhythm Imitation - Level 1, Continued.

5. If the student has limited verbal skills, use sounds from his vocabulary.

6. Suggested cue: Teacher models complete rhythmic pattern, then cues the student, "You do it" or "Your turn".

7. Teacher sits facing student so eye contact can be established and the student can easily see the hands of the teacher as the pattern is clapped (Phases I-IX) or played (Phase X).

8. A larger or smaller body movement may be substituted for clapping if physical limitations dictate such a change.

9. Generalize these skills in group programs using songs the rhythms can be clapped to

10. Use a variety of instruments for Phase X and begin to look for student interest in particular instruments. Utilize instruments closely related to clapping (i.e., rhythm sticks, sandpaper blocks) initially.

Suggested Musical Examples for Generalization

1. Clap and Rest (a)
2. Clap and Rest (a)
3. Clap and Rest (a)
4. Clap and Rest (a)
5. Good Old Fashioned Rock and Roll Song (a)
6. Joy (a)
7. Walking Notes (a)
8. In the Zoo (b)
9. Feelings (c)
10. Out in the Country (b)
11. Morning Bells are Ringing (from Brother John)
12. Good Old Fashioned Rock and Roll Song (a)
13. Be My Friend (c)
14. Change (c)
15. Circle Game (c)
16. Circle Game (c)

11. Generalization Activities

1. Clapping phrases to songs in place of words ("Bingo" Style).

2. Fading words out so that they are mouthed as in John Jacob Jingelheimer Schmidt (d).

3. Songs that have clapping patterns as integral part of song; "Bingo" (d), "Chicka Hanka" (d), "Pat-a-Cake" (d).

12. Suggested musical selections taken from:

a. The Feel of Music
by Hap Palmer
Educational Activities, Inc.
Box 392
Freeport, NY 11520

D. Rhythm Imitation - Level 1, Continued.

b. Songs for Our Small World
by Georgia E. Garld and Lynn Freeman Olson
Schmitt Music Center, Inc.
527 Park Avenue
Minneapolis, Minnesota 55415

c. Getting to Know Myself
by Hap Palmer
Educational Activities, Inc.
Box 392
Freeport, NY 11520

d. Reaching the Special Learner Through Music
by Sona D. Nocera
Silver Burdett Co.
Morristown, New Jersey.

Area: Rhythm

E. Reads Rhythm Patterns - Level 1

Terminal Objective: Student correctly verbalizes and claps rhythm patterns when they are presented.

Phase I	Student correctly verbalizes and claps rhythm pattern presented with verbal cue, teacher to physically assist over each note.
Phase II	Student correctly verbalizes and claps rhythm pattern presented with verbal cue, teacher to model over each note.
Phase III	Student correctly verbalizes and claps rhythm pattern presented with verbal cue, teacher to point to each note.
Phase IV	Student correctly verbalizes and claps rhythm pattern presented with verbal cue.
Phase V	Student correctly verbalizes and claps rhythm pattern when presented.

The following steps apply to each of the phases above.

Steps:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.

Suggested Materials: Laminated flash cards with individual notes, flash cards with complete patterns, or notes cut from felt.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to teach next step.
2. This is a noncumulative skill, therefore maintain each acquired step with frequent review. Review can be made more interesting by performing rhythms on instruments.

E. Reads Rhythm Patterns - Level 1, Continued.

3. Clap the notes in the following manner:
   ♩ (tŏn) = one clap and say name of note = one beat
   𝄽 (ŭm) = both hands make fists and name note = one beat
   𝅗𝅥 (half note) = one clap and hands remain together for second beat and name note (move forward) = two beats
   ♫ (ti-ti) = two quick claps and name note = one beat
   𝅝 (great big whole note) = one clap and hands remain together for three more beats and name note (move forward = four beats
   𝅗𝅥. (half note dot) = one clap and hands remain together for second and third beats = three beats

4. If a student is unable to articulate the note names his closest approximation should be accepted. It is important however that some verbalization is attempted to ensure the student is internalizing the beat of each note.

5. Teacher sits across table from student so eye contact can be maintained and student can see example clapped and can see corrections clapped.

6. Suggested cue when teaching: Teacher models rhythmic pattern, then cues the student "You do it", or "Your turn".

7. This is not a required program. Some students may not have ability to understand the symbolism. If this is the case, do not spend time teaching it. Reading music is not a requirement for progression through Level 1 taxonomy. This program would need to be taught at the second level, however, before teaching the Rhythm E program at that level.

Area: Singing

A. Matches Pitch - Level 1

Terminal Objective: Student can sing (on pitch) in imitation of the pitches presented and hold for three seconds.

Phase I	Student will emit any singing sound in imitation of singing sound presented.
Phase II	Student will emit any singing sound in imitation and hold for one second.
Phase III	Student will emit any singing sound in imitation and hold for two seconds.
Phase IV	Student will emit any singing sound in imitation and hold for three seconds.
Phase V	Student will sing in imitation an approximation of the sound presented and hold for one second.
Phase VI	Student will sing in imitation an approximation of the sound presented and hold for two seconds.
Phase VII	Student will sing in imitation an approximation of the sound presented and hold for three seconds.
Phase VIII	Student will sing in imitation the pitch presented and hold for one second.
Phase IX	Student will sing in imitation the pitch presented and hold for two seconds.
Phase X	Student will sing in imitation the pitch presented and hold for three seconds.

The following steps apply to all the phases above.

Steps:

1.
2.
3.
4.
5.

} These steps will be individualized starting with a pitch the student has previously been heard to sing and gradually extending the range.

Suggested Materials: Use the piano, glockenspiel, melody bells, or other melodic instruments to determine the correct pitches the student sings.

A. Matches Pitch - Level 1, Continued.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to teach next step.

2. In developing each student's individualized steps for this program, it is suggested that the music specialist supervise the baseline testing very closely to determine what pitches are naturally occurring in the student's repertoire. More than five steps may be developed.

   A. During testing, the specialist should sing a note which is in the student's range. If the student sings a note other than the one presented, the specialist should change to the note the student sings.

3. Begin group singing of simple songs (i.e., Hot Cross Buns, Rain Rain Go Away) in conjunction with this program to promote generalization. Make the singing a FUN activity, encourage participation or improvement without the use of correction procedures during this group singing.

4. For students whose language skills are not developed sufficiently for them to say the letter names of notes, an approximation is acceptable if the pitch is correct - this is a SINGING activity. Hand signs may also be added for students with language limitations.

5. The use of solfege syllables may be more desirable than note names because solfege syllables have a more open quality and are easier to sustain than the nasal letter name sounds. The use of solfege will also facilitate transposing to different keys and learning to read music intervallically.

6. This program is appropriate for the hearing impaired. The hearing impaired individual can match pitches to some degree by feeling the vibrations of the tone. Large resonator bells are suggested for this activity with the hearing impaired.

Area: Singing

B. Sings Melodic and Harmonic Patterns - Level 1

Terminal Objective: Student will correctly sing in imitation the three note pattern presented visually and auditorily.

Phase I — Student will correctly sing in imitation the three note pattern given verbal assistance with all three pitches.

Phase II — Student will correctly sing in imitation the three note pattern given verbal assistance with first two pitches.

Phase III — Student will correctly sing in imitation the three note pattern given verbal assistance with first pitch only.

Phase IV — Student will correctly sing in imitation the three note pattern presented visually and auditorily.

The following suggested steps apply to each of the phases above.

Steps:

1. Low, low, low
2. High, high, high
3. Middle, middle, middle
4. Low, high, low
5. high, low, high
6. Low, middle, high
7. High, middle, low
8. 1 step up
9. 1 step down
10. ccc-do do do
11. ddd-re re re
12. eee-mi mi mi
13. fff-fa fa fa
14. ggg-sol sol sol
15. aaa-la la la
16. bbb-ti ti ti
17. ccc-do do do
18. cde-do re mi
19. edc-mi re do
20. fed-fa mi re
21. ccg-do do sol
22. aag-la la sol
23. ffe-fa fa mi
24. ddc-re re do
25. gge-sol sol mi
26. gea-sol mi la
27. gec-sol mi do
28. gag-sol la sol
29. fdb-fa re ti
30. egc-mi sol do
31. edf-mi re fa
32. cfg-do fa sol
33. ceg-do mi sol
34. bdg-ti re sol
35. cfa-do fa la
36. bfg-ti fa sol

Suggested Materials:

1. Teacher can use the piano, glockenspiel, melody bells, song flute, or any other melodic instrument to determine the correct pitches for these patterns. Piano or two-octave glockenspiel must be used for steps 34 and 36.

2. Flash cards with patterns on them will be used merely as a means to expose students to musical notation.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. This is a non-cumulative skill, therefore maintain each acquired step with frequent review.

B. Sings Melodic and Harmonic Patterns - Level 1, Continued.

3. It is suggested that the music specialist supervise the very closely to determine what pitches are naturally occurring in the student's repertoire.

4. If the student is unable to sing the words, letter names, or solfege, the closest approximation of the words should be accepted providing they do match pitches by humming.

5. For steps 1-7 use the three black notes for low, middle and high, if they fall within the student's natural range. If not, try to find 3 adjacent pitches within the student's range.

6. Adult should point to notes on flashcards as she sings them and as student imitates them.

7. Provide fun, group singing activities, to promote generalization of this skill.

a. Lo and Hi by Hap Palmer	Steps 1-9
b. Ebeneezer Sneezer (Small World)	Steps 10-17
c. Do a Deer	Step 18
d. Elephant Song	Steps 19-20
e. Twinkle Twinkle Little Star	Steps 21-24
f. Rain, Rain, Go Away	Steps 25-26
g. He's Got the Whole World in His Hands	Steps 27-29
h. Mary Ann	Steps 30-31
i. Down in the Valley	Step 32

8. The use of solfege syllables may be more desirable than note names because solfege syllables have a more open quality and are easier to sustain than the nasal letter name sounds. The use of solfege will also facilitate transposing to different keys and learning to read music intervallically.

9. Kodaly hand signals and resonator bells could be adapted in this program for use with the hearing impaired.

Area: Singing

C. Sings Simple Songs - Level 1

Terminal Objective: Student will sing a simple (four phrase) song in imitation of adult.

Phase I	Student will sing first phrase of song in imitation of adult with adult assistance.
Phase II	Student will sing first phrase of song in imitation of adult.
Phase III	Student will sing second phrase of song in imitation of adult with adult assistance.
Phase IV	Student will sing second phrase of song in imitation of adult.
Phase V	Student will sing first and second phrases of song in imitation of adult with adult assistance.
Phase VI	Student will sing first and second phrases of song in imitation of adult.
Phase VII	Student will sing third phrase of song in imitation of adult with adult assistance.
Phase VIII	Student will sing third phrase of song in imitation of adult.
Phase IX	Student will sing first, second and third phrases of song in imitation of adult with adult assistance.
Phase X	Student will sing first, second and third phrases of song in imitation of adult.
Phase XI	Student will sing fourth phrase of song in imitation of adult with adult assistance.
Phase XII	Student will sing fourth phrase of song in imitation of adult.
Phase XIII	Student will sing entire song in imitation of adult with adult assistance.
Phase XIV	Student will sing entire song in imitation of adult.

The following suggested steps apply to each of the phases above.

Steps:

1. Rain, Rain Go Away
2. Hot Cross Buns
3. Elephant Song
4. Frog Song
5. Go Tell Aunt Rhodie
6. Boil that Cabbage

Suggested Materials: Song sheets can be used as another source of exposure to musical notation for the student.

C. Sings Simple Songs - Level 1, Continued.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to teach next step.

2. Other songs of the same range and approximate difficulty may be substituted.

3. Add any other four phrase songs to the list of steps to be taught.

4. The use of solfege syllables may be more desirable than note names because solfege syllables have a more open quality and are easier to sustain than the nasal letter name sounds. The use of solfege will also facilitate transposing to different keys and learning to read music intervallically.

5. Kodaly hand signals and resonator bells could be adapted in this program for use with the hearing impaired or sign language could be used to express the words of the song.

Area: Melody Instruments

A. Plays Melodic Patterns on Melody Bells (Xylophone) - Level 1

Terminal Objective: Student will correctly play on the xylophone in imitation the three note pattern presented.

Phase I — Student will correctly play on the xylophone in imitation the three note pattern given physical assistance with all three pitches.

Phase II — Student will correctly play on the xylophone in imitation the three note pattern given physical assistance with the first two pitches.

Phase III — Student will correctly play on the xylophone in imitation the three note pattern given physical assistance with the first pitch only.

Phase IV — Student will correctly play on the xylophone in imitation the three note pattern presented.

The following steps apply to each of the phases above.

Steps:

1. Low, low, low
2. High, high, high
3. Middle, middle, middle
4. Low, high, low
5. High, low, high
6. Low, middle, high
7. High, middle, low
8. 1 step up
9. 1 step down
10. ccc-do do do
11. ddd-re re re
12. eee-mi mi mi
13. fff-fa fa fa
14. ggg-sol sol sol
15. aaa-la la la
16. bbb-ti ti ti
17. ccc-do do do
18. cde-do re mi
19. edc-mi re do
20. fed-fa mi re
21. ccg-do do sol
22. aag-la la sol
23. ffe-fa fa mi
24. ddc-re re do
25. gge-sol sol mi
26. gea-sol mi la
27. gec-sol mi do
28. gag-sol la sol
29. fdb-fa re ti
30. egc-mi sol do
31. edf-mi re fa
32. cfg-do fa sol
33. ceg-do mi sol
34. bdg-ti re sol
35. cfa-do fa la
36. bfg-ti fa sol

Suggested Materials: Xylophone, piano, flashcards.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. This is a non-cumulative skill, therefore maintain each acquired step with frequent review.

3. It is most desirable to sing the notes and play them at the same time, to develop a good ear. The teacher should model this behavior, however it is not a required task for the student.

A. Plays Melodic Patterns on Melody Bells (Xylophone) - Level 1, Continued

4. Teacher and student should sit next to each other facing the bells.

5. Steps 1-33 can be played on any one octave set of melody bells. Steps 34 and 36 require two octaves of bells. If this is not available, these steps can be performed on a piano with the note names written on the keys.

6. Teacher should present each new step as a new flashcard so the student can be exposed to musical notation.

7. The use of solfege syllables may be more desirable than note names because solfege syllables have a more open quality and are easier to systain than the nasal letter name sounds. The use of solfege will also facilitate transposing to different keys and learning to read music intervallically.

Area: Melody Instruments

B. Plays Simple Melodies on Melody Bells (Xylophone) - Level 1

Terminal Objective: Student will play a simple (four measure) song in imitation of adult.

Phase I	Student will play first measure of song in imitation of adult with adult assistance.
Phase II	Student will play first measure of song in imitation of adult.
Phase III	Student will play second measure of song in imitation of adult with adult assistance.
Phase IV	Student will play second measure of song in imitation of adult.
Phase V	Student will play first and second measures of song in imitation of adult with adult assistance.
Phase VI	Student will play first and second measures of song in imitation of adult.
Phase VII	Student will play third measure of song in imitation of adult with adult assistance.
Phase VIII	Student will play third measure of song in imitation of adult.
Phase IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
Phase X	Student will play first, second and third measures of song in imitation of adult.
Phase XI	Student will play fourth measure of song in imitation of adult with adult assistance.
Phase XII	Student will play fourth measure of song in imitation of adult.
Phase XIII	Student will play entire four measure song in imitation of adult with adult assistance.
Phase XIV	Student will play entire four measure song in imitation of adult.

The following suggested steps apply to the phases above.

Steps:

1. Rain, Rain Go Away
2. Hot Cross Buns
3. Elephant Song

B. Plays Simple Melodies on Melody Bells (Xylophone) - Level 1, Continued

Suggested Materials: 1. Melody Bells (xylophone), two sticks.

2. Song sheets can be used as another source of exposure to musical notation for the student.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. Songs used for this activity are simpler than songs that have been sung by the student. At level 1, use only songs that consist of four measures.

3. When presenting each measure, the adult should sing the words or solfege while playing the melody and encourage the student to sing words or solfege also.

Area: Harmony Instruments

A. Plays Chord Patterns on Autoharp - Level 1

Terminal Objective: Student will correctly play on the autoharp in imitation the four chord pattern presented.

Phase I — Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with all four chords.

Phase II — Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with the first three chords.

Phase III — Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with the first two chords.

Phase IV — Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with the first chord only.

Phase V — Student will correctly play on the autoharp in imitation the four chord pattern presented.

The following steps apply to each of the above phases.

Steps:

1. C C C C
2. F F F F
3. G^7 G^7 G^7 G^7
4. C G^7 G^7 C
5. C F F C
6. C F G^7 C
7. F C F C
8. G^7 C G^7 C
9. F C G^7 C
10. G^7 C F C

Suggested Materials: 1. Autoharp
2. Flashcards

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. It is most desirable to sing the name of the chord by singing the root of the chord (the note corresponding to the name of the chord) to develop a good ear. The teacher should model this behavior, however it is not a required task for the student. These chords may be sung in solfege.

A. Plays Chord Patterns on Autoharp - Level 1, Continued.

3. The autoharp may be placed on a table or in the lap. The long straight side will be closest to your body. The strokes should occur across the middle section. A stroke is a motion across the strings, away from the body, using the thumbnail, a pick, or fingernail of the index finger, whichever you or the student finds most comfortable. The left hand will finger the chords by pressing the bar firmly. This will require crossing the right hand over the left hand to stroke.

4. Teacher should present each new step as a new flashcard so the student can be exposed to chord notation.

Area: Harmony Instruments

B. Plays Chords to a Song on Autoharp - Level 1

Terminal Objective: Student will play a simple (four measure) song in imitation of adult.

Phase I	Student will play first measure of song in imitation of adult with adult assistance.
Phase II	Student will play first measure of song in imitation of adult.
Phase III	Student will play second measure of song in imitation of adult with adult assistance.
Phase IV	Student will play second measure of song in imitation of adult.
Phase V	Student will play first and second measures of song in imitation of adult with adult assistance.
Phase VI	Student will play first and second measures of song in imitation of adult.
Phase VII	Student will play third measure of song in imitation of adult with adult assistance.
Phase VIII	Student will play third measure of song in imitation of adult.
Phase IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
Phase X	Student will play first, second and third measures of song in imitation of adult.
Phase Xi	Student will play fourth measure of song in imitation of adult with adult assistance.
Phase XII	Student will play fourth measure of song in imitation of adult.
Phase XIII	Student will play entire four measure song in imitation of adult with adult assistance.
Phase XIV	Student will play entire four measure song in imitation of adult.

The following suggested steps apply to the phases above.

Steps:

1. Frog Song
2. Hot Cross Buns
3. Elephant Song

B. Plays Chords to a Song on Autoharp - Level 1, Continued.

Suggested Materials: 1. Autoharp

2. Song sheets can be used as another source of exposure to musical notation for the student.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. Songs used for this activity are simpler than songs that have been sung by the student. At level 1, use only songs that consist of four measures.

3. When presenting each measure, the adult should sing the words while playing the harmony and encourage the student to sing words also.

Area: Keyboard

A. Matches Basic Locaters - Level 1

Terminal Objective: Student places felt or cardboard pieces to match basic locaters on laminated keyboard given verbal cue.

Phase I — Student places felt or cardboard piece to match basic locater on laminated keyboard given verbal cue, model and physical assistance.

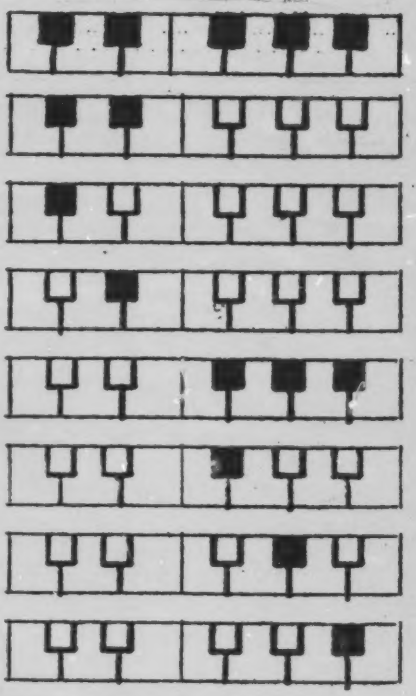
Phase II — Student places felt or cardboard piece to match basic locater on laminated keyboard given verbal cue and model.

Phase III — Student places felt or cardboard piece to match basic locater on laminated keyboard given verbal cue.

The following suggested steps apply to the phases above.

Steps:

1. Black keys
2. Two black keys
3. Low key in group of two black keys.
4. High key in group of two black keys.
5. Three black keys.
6. Low key in group of three black keys.
7. Middle key in group of three black keys.
8. High key in group of three black keys.



Suggested Materials: 1. Two sets of small laminated keyboards.

2. Two sets of illustrations of each step.

A. Matches Basic Locaters - Level 1, Continued.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to the next step.

2. Be sure that low is always to the student's left, that high is always to the student's right and middle is always in the center. Both student and teacher sit facing keyboard.

3. As a preparation activity to this program, finger play songs can be used to prepare the student for the keyboard.

Area: Keyboard

B. Finds Basic Locaters - Level 1

Terminal Objective: Student finds and plays basic locaters on keyboard given verbal cue.

Phase I — Student finds and plays appropriate key/s given verbal cue, model and physical assistance.

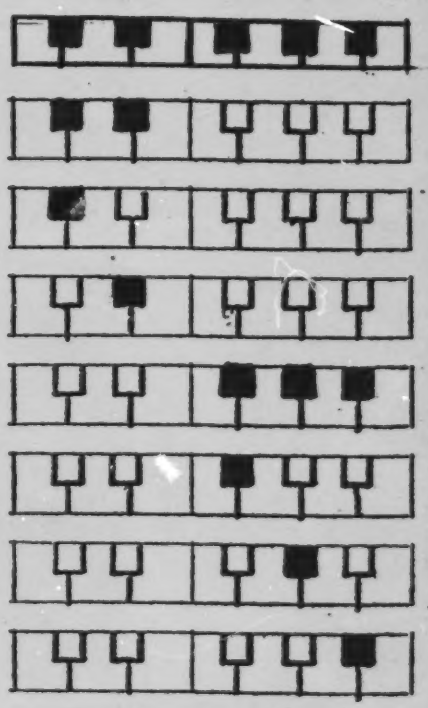
Phase II — Student finds and plays appropriate key/s given verbal cue and model.

Phase III — Student finds and plays appropriate key/s given verbal cue.

The following suggested steps apply to the phases above.

Steps:

1. Black keys
2. Two black keys
3. Low key in group of two black keys.
4. High key in group of two black keys.
5. Three black keys.
6. Low key in group of three black keys.
7. Middle key in group of three black keys.
8. High key in group of three black keys.



Suggested Materials: Piano

Teaching Notes:
1. Teach all phases one at a time with one step before going to next step.
2. Both student and teacher sit facing the keyboard.
3. As a preparation activity to this program, finger play songs can be used to prepare the student for the keyboard.

Area: Keyboard

C. Matches White Keys - Level 1

Terminal Objective: Student places note name on appropriate key while given verbal cue.

Phase I — Student places note name on appropriate key given verbal cue, model, locater assistance, visual cue, and physical assistance.

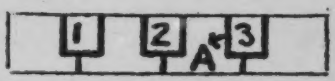
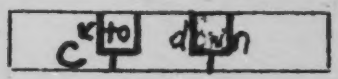
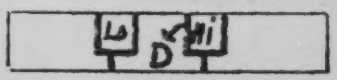
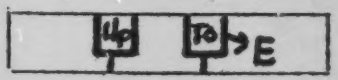
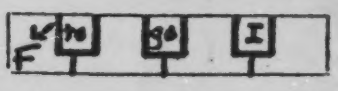
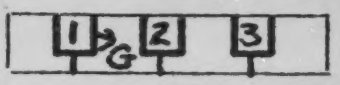
Phase II — Student places note name on appropriate key given verbal cue, model, locater assistance, and visual cue.

Phase III — Student places note name on appropriate key given verbal cue, model and locater assistance.

Phase IV — Student places note name on appropriate key given verbal cue and model.

Phase V — Student places note name on appropriate key given verbal cue.

The following steps apply to the phases above.

Steps:	Locater Assistance (Sung)	
1. A	1. 1, 2, 3 - A (3 black notes going up, back to white A)	
2. B	2. I go to - B (3 black notes going up, up to white B)	
3. C	3. Down to - C (2 black notes down, down to white C)	
4. D	4. Low, High - D (2 black notes up, down to white D)	
5. E	5. Up to - E (2 black notes up, up to white E)	
6. F	6. I go to - F (3 black notes down, down to white F)	
7. G	7. 3, 2, 1 - G (3 black notes down, up to white G)	

C. Matches White Keys - Level 1, Continued.

Succested Materials:
1. Two sets of laminated keyboards.
2. Two sets of letters, A-G or Do through Do.
3. Wax pencil

Teaching Notes:

1. Teach all phases one at a time, with one step before going on to new step. Maintenance of notes learned can be accomplished by singing from A up to each new note.

2. Locater assistance refers to the white notes location in relation to black keys. The locater assistance should be sung by both adult and student for Phases I-III.

3. Visual cue refers to name of note written on key.

4. Teacher and student should sit facing the keyboard.

5. If solfege has been used in the previous training of the individual, that training can carry over to the keyboard by teaching Do as middle C and working up to high Do from there. In that case the locater assistance would be as follows:

Steps	Locater Assistance	
1. do	Down to - do	Same as C
2. re	Low, High - re	Same as D
3. mi	Up to - mi	Same as E
4. fa	I go to - fa	Same as F
5. so	321 - so	Same as G
6. la	123 - la	Same as A
7. ti	I go to - ti	Same as B

These steps may also be used in program D, Keyboard.

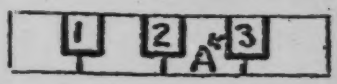
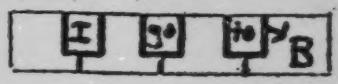
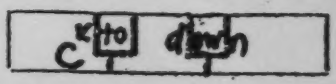
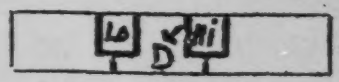
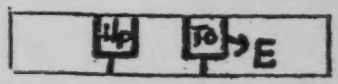
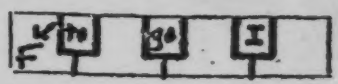
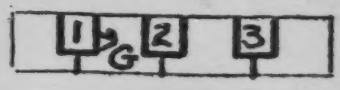
Area: Keyboard

D. Finds and Plays White Keys - Level 1

Terminal Objective: Student plays appropriate key given verbal cue.

Phase I	Student plays appropriate key given verbal cue, model, locater assistance, visual cue, and physical assistance.
Phase II	Student plays appropriate key given verbal cue, model, locater assistance, and visual cue.
Phase III	Student plays appropriate key given verbal cue, model and locater assistance.
Phase IV	Student plays appropriate key given verbal cue and model.
Phase V	Student plays appropriate key given verbal cue.

The following steps apply to the phases above.

Steps:	Locater Assistance (Sung)	
1. A	1. 1, 2, 3 - A (3 black notes going up, back to white A)	
2. B	2. I go to - B (3 black notes going up, up to white B)	
3. C	3. Down to - C (2 black notes down, down to white C)	
4. D	4. Low, High - D (2 black notes up, down to white D)	
5. E	5. Up to - E (2 black notes up, up to white E)	
6. F	6. I go to - F (3 black notes down, down to white F)	
7. G	7. 3, 2, 1 - G (3 black notes down, up to white G)	

D. Finds and Plays White Keys - Level 1, Continued.

Suggested Materials:
1. Piano or
2. Organ - sustains pitch longer
3. Stickers of note names

Teaching Notes:

1. Teach all phases one at a time, with one step before going on to new step.
2. Maintenance of notes learned can be accomplished by singing from A up to each new note.
3. Locater assistance refers to the white notes location in relation to black keys. The locater assistance should be sung by both adult and student for Phases I-III.
4. Visual cue refers to name of note written or placed on key.
5. Teacher and student should sit facing the keyboard.
6. If solfege has been used in the previous training of the individual, that training can carry over to the keyboard by teaching Do as middle C and working up to high Do from there. In that case the locator assistance would be as follows:

Step	Locater Assistance	
1. do	Down to - do	Same as C
2. re	Low, High - re	Same as D
3. mi	Up to - mi	Same as E
4. fa	I go to - fa	Same as F
5. so	321 - so	Same as G
6. la	123 - la	Same as A
7. ti	I go to - ti	Same as B

Area: Keyboard

E. Plays Melodic Patterns on Keyboard - Level 1

Terminal Objective: Student will correctly play on the keyboard in imitation the three note pattern presented.

Phase I — Student will correctly play on the keyboard in imitation the three note pattern presented given physical assistance with all three pitches.

Phase II — Student will correctly play on the keyboard imitation the three note pattern presented given physical assistance with the first two pitches.

Phase III — Student will correctly play on the keyboard in imitation the three note pattern given physical assistance with the first pitch only.

Phase IV — Student will correctly play on the keyboard in imitation the three note pattern presented.

The following suggested steps apply to each of the phases above.

Steps:

1. Low, high, low (two black keys)
2. Low, middle, high (three black keys)
3. Low, low, low (three black keys)
4. Middle, middle, middle (three black keys)
5. High, high, high (three black keys)
6. High, middle, low (three black keys)
7. 1 step up (three black keys)
8. 1 step down (three black keys)
9. 1, 2, 3 - A
10. aaa
11. bbb
12. ccc
13. ddd
14. eee
15. fff
16. ggg
17. aaa
18. cde
19. ede
20. fed
21. gge
22. age
23. ccg
24. aag
25. ffe
26. ddc

Suggested Materials:
1. Piano or organ
2. Flash cards with patterns on them will be used merely as a means to further expost students to musical patterns.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. This is a non-cumulative skill, therefore maintain each acquired step with frequent review.

3. When presenting each pattern, the adult should sing the note names while playing the pattern and encourage the student to sing note names also.

E. Plays Melodic Patterns on Keyboard - Level 1, Continued.

4. Adult should point to the notes on the flashcards as he plays them and as the student imitates them.

5. If solfege is used, steps 9-26 should be as follows:

9. Down to - do
10. do do do
11. re re re
12. mi mi mi
13. fa fa fa
14. sol sol sol
15. la la la
16. ti ti ti
17. do do do
18. do re mi
19. mi re do
20. fa mi re
21. sol sol mi
22. la sol me
23. do do sol
24. la la sol
25. fa fa mi
26. re re do

Area: Keyboard

F. Plays Simple Songs on Keyboard - Level 1

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phase I	Student will play first measure of song in imitation of adult with adult assistance.
Phase II	Student will play first measure of song in imitation of adult.
Phase III	Student will play second measure of song in imitation of adult with adult assistance.
Phase IV	Student will play second measure of song in imitation of adult.
Phase V	Student will play first and second measures of song in imitation of adult with adult assistance.
Phase VI	Student will play first and second measures of song in imitation of adult.
Phase VII	Student will play third measure of song in imitation of adult with adult assistance.
Phase VIII	Student will play third measure of song in imitation of adult.
Phase IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
Phase X	Student will play first, second and third measures of song in imitation of adult.
Phase XI	Student will play fourth measure of song in imitation of adult with adult assistance.
Phase XII	Student will play fourth measure of song in imitation of adult.
Phase XIII	Student will play entire four measure song in imitation of adult with adult assistance.
Phase XIV	Student will play entire four measure song in imitation of adult.

The following suggested steps apply to the phases above.

Steps:

1. Hot Cross Buns
2. Elephant Song
3. Frog Song

F. Plays Simple Songs on Keyboard - Level 1, Continued

Suggested Materials: 1. Piano

2. Song sheets can be used as another source of exposure to musical notation for the student.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. Songs used for this activity are simpler than songs that have been sung by the student. At level 1, use only songs that consist of four measures.

3. When presenting each measure, the adult should sing the note names while playing the melody and encourage the student to sing note names also.

Area: Song Flute

A. Matches Notes - Level 1

Terminal Objective: Student covers appropriate holes on illustration to match note given verbal cue.

Phase I — Student covers appropriate holes on illustration to match note given verbal cue, model, visual cue, and physical assistance.

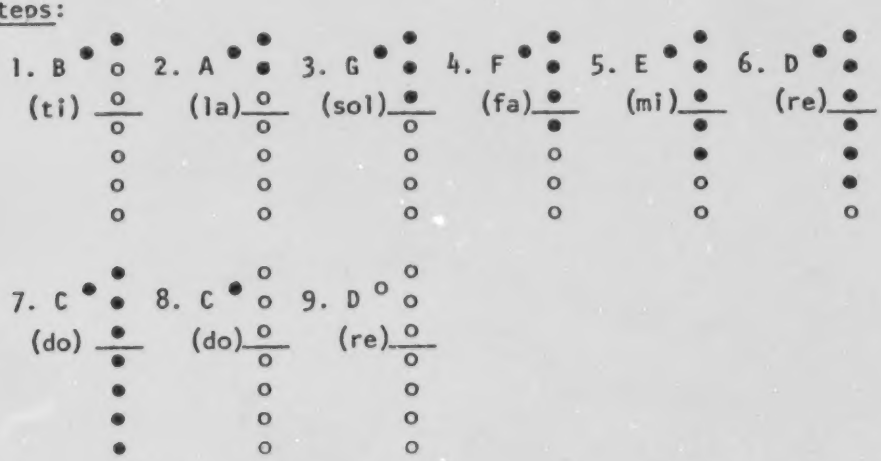
Phase II — Student covers appropriate holes on illustration to match note given verbal cue, model and visual cue.

Phase III — Student covers appropriate holes on illustration to match note given verbal cue and model.

Phase IV — Student covers appropriate holes on illustration to match note given verbal cue.

The following steps apply to the phases above.

Steps:



Suggested Materials:
1. Two laminated finger boards.
2. Sixteen circles to cover holes with.
3. Wax pencil.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time with one step before going on to new step.
2. Maintain each acquired step with frequent review.
3. Visual cue refers to the name of the note written next to the model.
4. Fixed do solfege syllables may be used for this program if they have been used in previous programs.

Area: Song Flute

B. Finds and Plays Notes - Level 1

Terminal Objective: Student plays appropriate note given verbal cue.

Phase I — Student plays appropriate note given verbal cue, model, visual cue, and physical assistance.

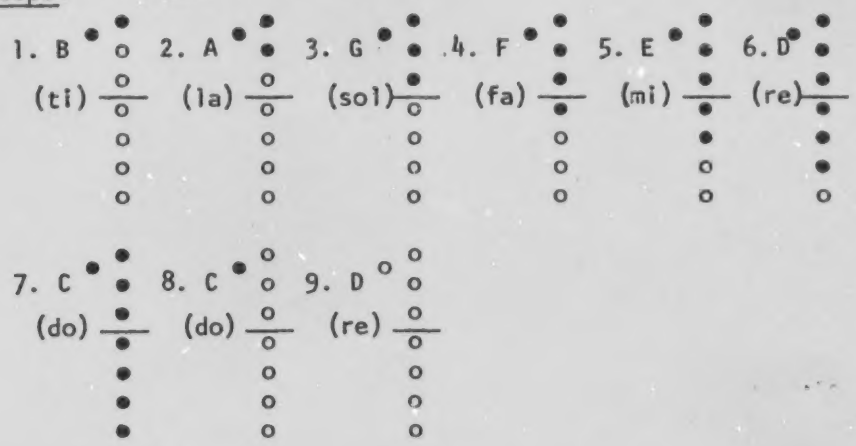
Phase II — Student plays appropriate note given verbal cue, model and visual cue.

Phase III — Student plays appropriate note given verbal cue and model.

Phase IV — Student plays appropriate note given verbal cue.

The following steps apply to the phases above.

Steps:



Suggested Materials: 1. Two song flutes.
2. Illustrations of steps above.

Teaching Notes:

1. Teach all phases, one at a time with one step before going on to new step.
2. Maintain each acquired step with frequent review.
3. Visual cue refers to illustration of appropriate holes covered with name of note next to the illustration.
4. The top four holes are to be covered by the left hand, the bottom four by the right hand.
5. "B" is taught first so the student learns to hold the song flute between the thumb and forefinger of the left hand and to rest the bottom of the song flute on the palm of the right hand.
6. Students may have a tendency to blow too hard. Instruct the student to lightly say, "toot".

Area: Song Flute

C. Plays Melodic Patterns on Song Flute - Level 1

Terminal Objective: Student will correctly play on the song flute in imitation the three note pattern presented.

Phase I — Student will correctly play on the song flute in imitation the three note pattern presented given physical assistance with all three pitches.

Phase II — Student will correctly play on the song flute in imitation the three note pattern presented given physical assistance with the first two pitches.

Phase III — Student will correctly play on the song flute in imitation the three note pattern presented given physical assistance with the first pitch only.

Phase IV — Student will correctly play on the song flute in imitation the three note pattern presented.

The following steps apply to each of the phases above.

Steps:

1. bbb-ti ti ti
2. aaa-la la la
3. ggg-sol sol sol
4. fff-fa fa fa
5. eee-mi mi mi
6. ddd-re re re
7. ccc-do do do
8. ccc (high c)-do do do
9. ddd-re re re
10. bag-ti la sol
11. gga-sol sol la
12. cba-do ti la
13. abc-la ti do
14. ddc-re re do
15. dcb-re do re

Suggested Materials:
1. Song flute
2. Song sheets can be used as another source of exposure to musical notation for the student (Key of G).

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. Adult should point to the notes on the flashcards and sing them before he plays them.

Area: Song Flute

D. Plays Simple Songs on Song Flute - Level 1

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phase I	Student will play first measure of song in imitation of adult with adult assistance.
Phase II	Student will play first measure of song in imitation of adult.
Phase III	Student will play second measure of song in imitation of adult with adult assistance.
Phase IV	Student will play second measure of song in imitation of adult.
Phase V	Student will play first and second measures of song in imitation of adult with adult assistance.
Phase VI	Student will play first and second measures of song in imitation of adult.
Phase VII	Student will play third measure of song in imitation of adult with adult assistance.
Phase VIII	Student will play third measure of song in imitation of adult.
Phase IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
Phase X	Student will play first, second and third measures of song in imitation of adult.
Phase XI	Student will play fourth measure of song in imitation of adult with adult assistance.
Phase XII	Student will play fourth measure of song in imitation of adult.
Phase XIII	Student will play entire four measure song in imitation of adult with adult assistance.
Phase XIV	Student will play entire four measure song in imitation of adult.

The following suggested steps apply to the phases above.

Steps:

1. Hot Cross Buns
2. Elephant Song
3. Frog Song

D. Plays Simple Songs on Song FTute - Level 1, Continued.

Suggested Materials: 1. Song Flute

2. Song sheets attached can be used as another source of exposure to musical notation for the student (Key of G).

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. Songs used for this activity are simpler than songs that have been sung by the student. At level 1, use only songs that consist of four measures.

3. When presenting each measure, the adult should point to the notes and sing them before he plays them.

4. Songs to be played on the song flute are introduced in the key of G^M rather than C^M so that the student doesn't have to use as many fingers as would be required for the key of C^M.

Area: Guitar

A. Matches Chords on Guitar - Level 1

Terminal Objective: Student covers appropriate strings and frets on illustration to match the chord given verbal cue.

Phase I — Student covers appropriate strings and frets on illustration to match chord given verbal cue, model, visual cue, and physical assistance.

Phase II — Student covers appropriate strings and frets on illustration to match chord given verbal cue, model and visual cue.

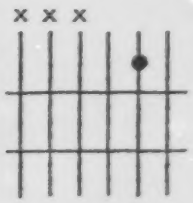
Phase III — Student covers appropriate strings and frets on illustration to match chord given verbal cue and model.

Phase IV — Student covers appropriate strings and frets on illustration to match chord given verbal cue.

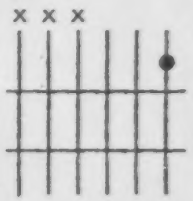
The following steps apply to the phases above.

Steps:

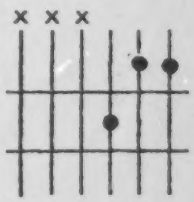
1. C



2. G^7



3. F



Suggested Materials:
1. Two laminated finger boards.
2. Six circles to cover strings with.
3. Wax pencil

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time with one step before going on to new step.
2. Maintain each acquired step with frequent review.
3. Visual cue refers to the name of the chord written next to the model.

Area: Guitar

B. Finds and Plays Chords on Guitar - Level 1

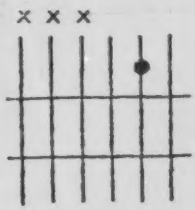
Terminal Objective: Student plays appropriate note given verbal cue.

Phase I	Student plays appropriate note given verbal cue, model, visual cue, and physical assistance.
Phase II	Student plays appropriate note given verbal cue, model and visual cue.
Phase III	Student plays appropriate note given verbal cue and model.
Phase IV	Student plays appropriate note given verbal cue.

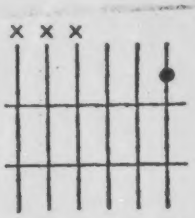
The following steps apply to the phases above.

Steps:

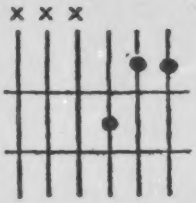
1. C



2. G^7



3. F



Suggested Materials:
1. Two guitars (one guitar can be used by alternating position of guitar).
2. Illustrations of steps above.

Teaching Notes:

1. Teach all phases, one at a time, with one step before going on to new step.
2. Maintain each acquired step with frequent review.
3. Visual cue refers to the name of the chord written next to the model.
4. The strings with x above are not to be strummed.

Area: Guitar

C. Plays Chord Patterns on Guitar - Level 1

Terminal Objective: Student will correctly play on the guitar in imitation the four chord pattern presented.

Phase I — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with all four chords.

Phase II — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with the first three chords.

Phase III — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with the first two chords.

Phase IV — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with the first chord only.

Phase V — Student will correctly play on the guitar in imitation the four chord pattern presented.

The following steps apply to each of the above phases.

Steps:

1. C C C C
2. F F F F
3. G^7 G^7 G^7 G^7
4. C G^7 G^7 C
5. C F F C
6. C F G^7 C
7. F C F C
8. G^7 C G^7 C
9. F C G^7 C
10. G^7 C F C

Suggested Materials:
1. Two guitars (one guitar can be used by alternating position of guitar).
2. Flashcards

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. It is most desirable to sing the name of the chord by singing the root of the chord (the note corresponding to the name of the chord) to develop a good ear. The teacher should model this behavior, however it is not a required task for the student.

Area: Guitar

D. Plays Chords to a Song on Guitar - Level 1

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phase I	Student will play first measure of song in imitation of adult with adult assistance.
Phase II	Student will play first measure of song in imitation of adult.
Phase III	Student will play second measure of song in imitation of adult with adult assistance.
Phase IV	Student will play second measure of song in imitation of adult.
Phase V	Student will play first and second measures of song in imitation of adult with adult assistance.
Phase VI	Student will play first and second measures of song in imitation of adult.
Phase VII	Student will play third measure of song in imitation of adult with adult assistance.
Phase VIII	Student will play third measure of song in imitation of adult.
Phase IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
Phase X	Student will play first, second and third measures of song in imitation of adult.
Phase XI	Student will play fourth measure of song in imitation of adult with adult assistance.
Phase XII	Student will play fourth measure of song in imitation of adult.
Phase XIII	Student will play entire four measure song in imitation of adult with adult assistance.
Phase XIV	Student will play entire four measure song in imitation of adult.

The following suggested steps apply to the phases above.

Steps:

1. Hot Cross Buns
2. Elephant Song
3. Frog Song

D. Plays Chords to a Song on Guitar - Level 1, Continued.

Suggested Materials:
1. Two guitars (one guitar can be used by alternating position of guitar).
2. Song sheets can be used as another source of exposure to musical notation for the student.

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. Songs used for this activity are simpler than songs that have been sung by the student. At level 1, use only songs that consist of four measures.

3. When presenting each measure, the adult should sing the note names while playing the melody and encourage the student sing note names also.

Area: Ukulele

A. Matches Chords on Ukulele - Level I

Terminal Objective: Student covers appropriate strings and frets on illustration to match the chord given verbal cue.

Phase I — Student covers appropriate strings and frets on illustration to match chord given verbal cue, model, visual cue, and physical assistance.

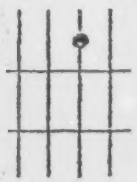
Phase II — Student covers appropriate strings and frets on illustration to match chord given verbal cue, model and visual cue.

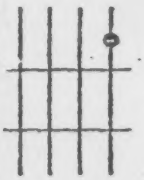
Phase III — Student covers appropriate strings and frets on illustration to match chord given verbal cue and model.

Phase IV — Student covers appropriate strings and frets on illustration to match chord given verbal cue.

The following steps apply to the phases above.

Steps:

1. C 

2. G^7 

3. F

Suggested Materials:
1. Two laminated finger boards.
2. Six circles to cover strings with.
3. Wax pencil

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time with one step before going on to new step.
2. Maintain each acquired step with frequent review.
3. Visual cue refers to the name of the chord written next to the model.

Area: Ukulele

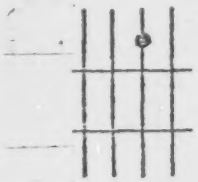
B. Finds and Plays Chords on Ukulele - Level 1

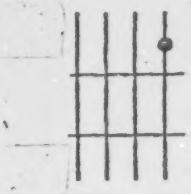
Terminal Objective: Student plays appropriate note given verbal cue.

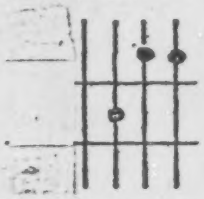
Phase I	Student plays appropriate note given verbal cue, model, visual cue, and physical assistance.
Phase II	Student plays appropriate note given verbal cue, model and visual cue.
Phase III	Student plays appropriate note given verbal cue and model.
Phase IV	Student plays appropriate note given verbal cue.

The following steps apply to the phases above.

Steps:

1. C 

2. G^7 

3. F 

Suggested Materials: 1. Two ukuleles.
2. Illustrations of steps above.

Teaching Notes:

1. Teach all phases, one at a time with one step before going on to new step.
2. Maintain each acquired step with frequent review.
3. Visual cue refers to the name of the chord written next to the model.
4. All strings are strummed.

Area: Ukulele

C. Plays Chord Patterns on Ukulele - Level 1

Terminal Objective: Student will correctly play on the ukulele in imitation the four chord pattern presented.

Phase I — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with all four chords.

Phase II — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with the first three chords.

Phase III — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with the first two chords.

Phase IV — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with the first chord only.

Phase V — Student will correctly play on the ukulele in imitation the four chord pattern presented.

The following steps apply to each of the above phases.

Steps:

1. C C C C
2. F F F F
3. G^7 G^7 G^7 G^7
4. C G^7 G^7 C
5. C F F C
6. C F G^7 C
7. F C F C
8. G^7 C G^7 C
9. F C G^7 C
10. G^7 C F C

Suggested Materials: 1. Two ukuleles
2. Flashcards

Teaching Notes:

1. Teaching Sequence - Teach all phases one at a time, with one step before going on to next step.

2. It is most desirable to sing the name of the chord by singing the root of the chord (the note corresponding to the name of the chord) to develop a good ear. The teacher should model this behavior, however it is not a required task for the student.

Area: Ukulele

D. Plays Chords to a Song on Ukulele - Level 1

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phase I	Student will play first measure of song in imitation of adult with adult assistance.
Phase II	Student will play first measure of song in imitation of adult.
Phase III	Student will play second measure of song in imitation of adult with adult assistance.
Phase IV	Student will play second measure of song in imitation of adult.
Phase V	Student will play first and second measures of song in imitation of adult with adult assistance.
Phase VI	Student will play first and second measures of song in imitation of adult.
Phase VII	Student will play third measure of song in imitation of adult with adult assistance.
Phase VIII	Student will play third measure of song in imitation of adult.
Phase IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
Phase X	Student will play first, second and third measures of song in imitation of adult.
Phase XI	Student will play fourth measure of song in imitation of adult with adult assistance.
Phase XII	Student will play fourth measure of song in imitation of adult.
Phase XIII	Student will play entire four measure song in imitation of adult with adult assistance.
Phase XIV	Student will play entire four measure song in imitation of adult.

The following suggested steps apply to the phases above.

Steps:

1. Hot Cross Buns
2. Elephant Song
3. Frog Song

D. Plays Chords to a Song on Ukulele - Level 1, Continued.

Suggested Materials:

1. Two ukuleles
2. Song sheets can be used as another source of exposure to musical notation for the student.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.
2. Songs used for this activity are simpler than songs that have been sung by the student. At level 1, use only songs that consist of four measures.
3. When presenting each measure, the adult should sing the note names while playing the melody and encourage the student to sing note names also.

THE TEACHING RESEARCH MUSIC CURRICULUM

Level 2

Teaching Research
Oregon State System of Higher Education
Monmouth, OR 97361

January, 1982

MUSIC CURRICULUM TAXONOMY - LEVEL 2

RHYTHM

A. Direct Physical Response to Music
B. Recognizes and Plays Musical Instruments
C. Matches Tempo
D. Rhythm Imitation
E. Reads Rhythm Patterns
F. Matches Rhythm Patterns
G. Finds Rhythm Patterns

INTERVALLIC NOTATION - SINGING

A. Matches Note Patterns
B. Finds Note Patterns

INTERVALLIC MELODIES

A. Plays Melodic Patterns on Bells
B. Plays Melodies on Bells
C. Plays Melodic Patterns on Keyboard
D. Plays Melodies on Keyboard
E. Plays Melodic Patterns on Song Flute
F. Plays Melodies on Song Flute

NOTATED HARMONIC PATTERNS

A. Plays Harmonic Patterns on Autoharp
B. Plays Harmonic Patterns on Ukulele
C. Plays Harmonic Patterns on Guitar

Area: Rhythm

A. Direct Physical Response to Music - Level 2

Terminal Objective: Student listens to the musical cue and interprets the character of the music with appropriate physical movement.

Phase I — Student listens to the musical cue and interprets the character of the music with appropriate physical movement given verbal cue, model and physical assistance.

Phase II — Student listens to the musical cue and interprets the character of the music with appropriate physical movement given verbal cue and model.

Phase III — Student listens to the musical cue and interprets the character of the music with appropriate physical movement given verbal cue.

Phase IV — Student listens to the musical cue and interprets the character of the music with appropriate physical movement.

The following suggested steps apply to each of the phases above.

Steps:	Suggested Musical Examples:
1. High sound (reach up)	1. Stretching Song (d) or HiLo Song (b)
2. Low sound (touch floor)	2. Stretching Song (d) or HiLo Song (b)
3. Going up (bring arms forward & up)	3. Ebeneezer Sneezer (a) or Upstairs Downstairs (d)
4. Going down (bring arms down & back)	4. Ebeneezer Sneezer (a) or Upstairs Downstairs (d), or Down, Down (d)
5. Loud (stamp feet or march)	5. The Angel Band (d), The Ants go March (d) or In the Jungle - 1st verse (a)
6. Soft (tiptoe)	6. Hush Little Baby (d), Tip Toe (a) or In the Jungle - 2nd verse (a)
7. Crescendo (hands moving apart)	7. Chumbara (d)
8. Decrescendo (hands moving together)	8. Chumbara (d)
9. March with music in $\frac{2}{4}$ or $\frac{4}{4}$ a. "march" hands on floor b. march in place c. march around the room	9. Marching to Pretoria (d), The Ants Go Marching (d) or Hiking Song (a)
10. Glide to music in $\frac{3}{4}$ or $\frac{6}{8}$ or swing arms in $\frac{3}{4}$ or $\frac{6}{8}$ or waltz in $\frac{3}{4}$	10. Skating (a), Upstairs, Downstairs (d) Tinkling (d) or So Long (d)

Suggested Materials:

1. Each step requires the use of a musical example through piano, tape or record.

2. The music specialist will recommend appropriate music for each example and if those examples are not readily available, will record them on cassette tape for classroom use.

A. Direct Physical Response to Music - Level 2, Continued.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time. with one step before going on to teach next step.

2. This is a noncumulative skill, therefore maintain each acquired step with frequent review.

3. This program is not appropriate for the hearing impaired student.

4. The purpose of this activity is to teach the student to discriminate different elements in music and to interpret music through movement.

5. This program could be extended to a third level with emphasis on dance movements.

6. Suggested musical selections were taken from:

   (a) Songs for Our Small World
   by Georgia E. Garlid and Lynn Freeman Olson
   Schmitt Music Center, Inc.
   527 Park Avenue
   Minneapolis, Minnesota 55415

   (b) Learning Basic Skills through Music
   by Hap Palmer
   Educational Activities, Inc.
   Freeport, NY 11520

   (c) Getting to Know Myself
   by Hap Palmer

   (d) Reaching the Special Learner Through Music
   by Sona D. Nocera
   Silver Burdett Co. (SB)
   Morristown, New Jersey

Area: Rhythm

B. Recognizes and Plays Musical Instruments - Level 2

Terminal Objective: Hearing the sound of the instrument but not seeing it, the student will independently choose the correct instrument given three distractors and play it appropriately.

Phase I — Hearing the sound of the instrument but not seeing it, student will independently choose the instrument given 0 distractors and play it appropriately.

Phase II — Hearing the sound of the instrument but not seeing it, student will independently choose the instrument given 1 distractor, and play it appropriately.

Phase III — Hearing the sound of the instrument but not seeing it, student will independently choose the instrument given two distractors and play it appropriately.

Phase IV — Hearing the sound of the instrument but not seeing it, student will independently choose the instrument given three distractors and play it appropriately.

The following suggested steps apply to each of the phases above.

Steps:

1. Tambourine
2. Cymbals
3. Rhythmica
4. Rhythm Sticks
5. Drum
6. Triangle
7. Sandpaper Blocks
8. Tone Block
9. Bells
10. Castanet
11. Any rhythm instrument (may include home made instruments)

Teaching Notes:

1. Teaching Sequence - Teach step 1 through all phases, one at a time, before teaching remaining steps in order. Repeat entire sequence for each new instrument. Sequence of materials may alter.
2. This is a noncumulative skill, therefore maintain recognition of each instrument learned while introducing new instrument(s).
3. Choosing and playing instrument should happen in every phase.
4. Teacher sits on the floor facing student (or directly across table) while teaching this skill.
5. This program is not appropriate for hearing impaired students.

Area: Rhythm

C. Matches Tempo - Level 2

Terminal Objective: Student plays instrument to match changing tempo of songs played on the piano, a tape or a record given no visual stimulus.

Phase I — Student claps to match steady tempo of hand drum or piano played rhythmically given no visual stimulus.

The following steps apply to Phase I above.

Steps:

1. Fast (approximately ♩ = 132-176)
2. Slow (approximately ♩ = 66-76)
3. Medium (approximately ♩ = 108-120)

Phase II — Student claps to match changing tempo of hand drum or piano played rhythmically given no visual stimulus.

The following steps apply to Phase II above.

Steps:

1. Fast - Slow - Fast
2. Slow - Fast - Slow
3. Begin fast - gradually slow down
4. Begin slow - gradually accelerate
5. Random changes

Phase III — Student claps to match tempo of songs played on the piano, a tape or a record given no visual stimulus.

Phase IV — Student plays instrument to match steady tempo of hand drum or piano played rhythmically. Student is given no visual stimulus.

The following steps apply to Phase IV above.

Steps:

1. Fast (approximately ♩ = 132-176)
2. Slow (approximately ♩ = 66-76)
3. Medium (approximately ♩ = 108-120)

Phase V — Student plays instrument to match changing tempo of hand drum or piano played rhythmically. Student is given no visual stimulus.

The following steps apply to Phase V above.

Steps:

1. Fast - Slow - Fast
2. Slow - Fast - Slow
3. Begin fast - gradually slow down
4. Begin slow - gradually accelerate
5. Random changes

C. Matches Tempo - Level 2, Continued.

Phase VI Student plays instrument to match tempo of songs played on the piano, a tape or a record given no visual stimulus.

Suggested Branches:
a. Complete physical assistance and model
b. Physical prompt and model
c. Model

Suggested Materials:
A. Piano
B. Hand Drum
C. Tambourine
D. Rhythmica
E. Rhythm Sticks
F. Bells
G. Tape or Record

Teaching Notes:

1. Teaching Sequence - Teach Phase I, steps 1-3 before teaching Phase II, steps 1-5, etc.

2. Branches may be utilized if it is determined student is having difficulty at any phase or step.

3. This program is inappropriate for the hearing impaired because it is based solely on auditory discrimination.

4. Phase III can be an ongoing activity using new music that is progressively difficult and of various tempos and styles.

5. The acquisition of this skill can be reinforced through generalization activities that require keeping time with the music. Some suggested activities follow:

   1. Bouncing a ball to the tempo of the music.
   2. Passing an object on each beat.
   3. Clapping phrases to songs in place of words as in "Bingo" (d)
   4. Fading words out so that they are mouthed as in "John Jacob Jingelheimer Schmidt" (d).
   5. Select suitable music to accompany a walking tempo such as "Alley Cat" or "Let's Go Walking" (d).
   6. Select suitable music to accompany slow stately walks that can be dramatized with royal capes (scarves) and swords (sticks) such as a Handel "Minuet".
   7. Select music to accompany snappy marches such as Sousa's "Stars and Stripes Forever" or "Marching to Pretoria" (d).
   8. Select music to accompany tiptoeing such as "My White Mouse" (d).
   9. Select music to accompany running such as Mussorgsky's "Ballet of Unhatched Chicks" or Offenbach's "Can Can Theme".

Area: Rhythm

D. Rhythm Imitation - Level 2

Terminal Objective: Student will correctly imitate two-measure rhythm patterns played on various instruments.

Phase I — Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap and verbal assistance to say both measures.

Phase II — Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first measure only.

Phase III — Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap (all). Student verbalizes both measures independently.

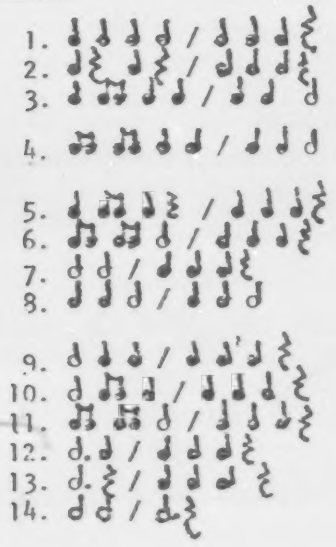
Phase IV — Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap first measure only. Student verbalizes both measures independently.

Phase V — Student will correctly imitate the two-measure rhythm pattern when presented.

Phase VI — Student will correctly imitate the two-measure rhythm pattern played on various instruments.

The following steps apply to each of the phases above.

Steps:



Suggested Musical Examples

1. On a spider's web one day/Old McDonald had a farm
2. Rain Shh Rain Shh Go Away
3. We'll join the singing loud and strong (Hiking Song - Small World)
4. Everybody sing this hiking song (Hiking Song - Small World)
5. Look at the ball, bounce bounce bounce
6. Let us chase the ball, run run run
7. Slide Slide, step step step
8. Sleep here too, in the zoo (In the Zoo - Small World)
9. Hold it, then clap 1, 2, 3
10. Hold it, then we clap just like this
11. Let us chase the squirrel up the tree
12. Hold your hands then clap clap clap
13. Hold your hands shh clap clap clap
14. Hold it Hold it Hold your hands Shh

Suggested Materials:

A. Hand Drum
B. Rhythm Sticks
C. Tone Block
D. Triangle
E. Sand Paper Blocks
F. Tambourine
G. Song Flute
H. Piano
I. Guitar
J. Ukulele

D. Rhythm Imitation - Level 2, Continued

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. This is a noncumulative skill, therefore maintain each acquired step with frequent review.

3. Clap the notes in the following manner:

(tŏn) = one clap = one beat

(ŭm) = both hands make fists = one beat

(half note) = one clap and hands remain together for second beat (move forward) = two beats

(ti-ti) = two quick claps = one beat

(great big whole note) = one clap and hands remain together for three more beats (move forward) = four beats.

(half note dot) = one clap and hands remain together for second and third beats = three beats

(tĭ) = one quick clap = ½ beat

(tŏn dot) = one clap and hands remain together = 1½ beats

4. If it is determined that the student is having difficulty associating the names of notes with the activity, it is possible to supplement familiar songs or short phrases. (See suggested musical examples.)

5. If the student has limited verbal skills, use sounds from his vocabulary.

6. Suggested Cue: Teacher models complete rhythmic pattern, then cues the student, "You do it" or "Your turn".

7. Teacher sits facing student so eye contact can be established and the student can easily see the hands of the teacher as the pattern is clapped (Phases I-V) or played (Phase VI).

8. A larger or smaller body movement may be substituted for clapping if physical limitations dictate such a change.

Area: Rhythm

E. Reads Rhythm Patterns - Level 2

Terminal Objective: Student correctly verbalizes and claps two-measure rhythm patterns when they are presented.

Phase I — Student correctly verbalizes and claps two-measure rhythm patterns presented with verbal cue, teacher to physically assist over each note.

Phase II — Student correctly vervalizes and claps two-measure rhythm patterns presented with verbal cue, teacher to model over each note.

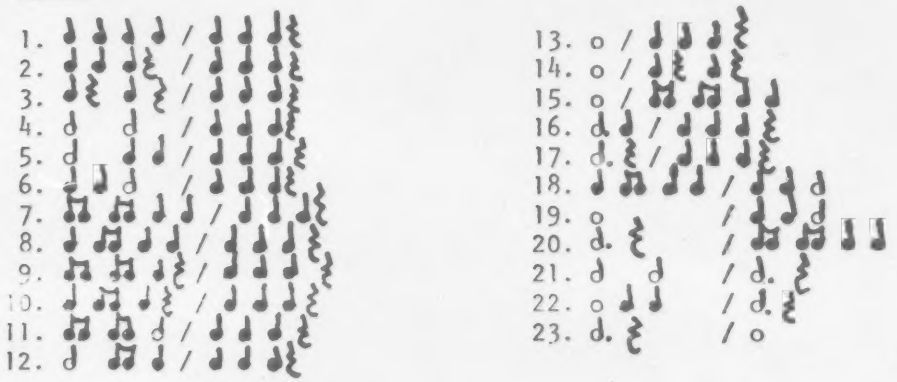
Phase III — Student correctly verbalizes and claps two-measure rhythm patterns presented with verbal cue, teacher to point to each note.

Phase IV — Student correctly verbalizes and claps two-measure rhythm patterns presented with verbal cue.

Phase V — Student correctly verbalizes and claps two-measure rhythm patterns when presented.

The following steps apply to each of the above phases:

Steps:



Suggested Materials: Laminated flash cards with individual notes, flash cards with complete patterns, or notes cut from left.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to teach next step.
2. This is a noncumulative skill, therefore maintain each acquired step with frequent review. Review can be made more interesting by performing rhythms on instruments.

E. Reads Rhythm Patterns - Level 2, Continued.

3. Clap the notes in the following manner:

(tŏn) = one clap and say name of note

(ŭm) = both hands make fists and name note

(half note) = one clap and hands remain together for second beat and name note

(ti-ti) = two quick claps and name note

o (great big whole note) = one clap and hands remain together for three more beats and name note

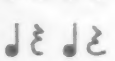
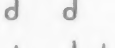
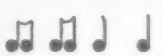
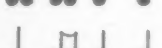
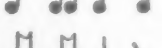
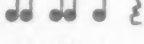
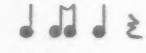
4. Teacher sits across table from student so eye contact can be maintained and student can see example clapped and can see corrections clapped.

5. Suggested cue when teaching: Teacher models rhythmic pattern, then cues the student "You do it", or "Your turn".

Area: Rhythm

F. Matches Rhythm Patterns - Level 2

Terminal Objective: Student matches rhythm patterns when they are presented, given two distractors.

Phase I	Student matches	
Phase II	Student matches	
Phase III	Student matches	
Phase IV	Student matches	
Phase V	Student matches	
Phase VI	Student matches	
Phase VII	Student matches	
Phase VIII	Student matches	
Phase IX	Student matches	
Phase X	Student matches	
Phase XI	Student matches	
Phase XII	Student matches	
Phase XIII	Student matches	
Phase XIV	Student matches	
Phase XV	Student matches	
Phase XVI	Student matches	
Phase XVII	Student matches	

Steps:

1. 0 distractors
2. 1 distractor
3. 2 distractors

Suggested Materials: Two sets of flashcards with complete patterns.

F. Matches Rhythm Patterns - Level 2, Continued.

Teaching Notes:

1. Teaching Sequence - Teach Phase I through all steps, one at a time, before teaching remaining phases in order.

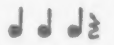
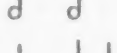
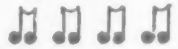
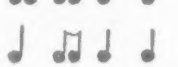
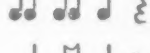
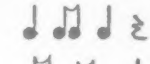
2. This is a noncumulative skill, therefore maintain each acquired phase with frequent review.

3. Suggested cue: Teacher says, "Look and listen", (claps and verbalizes rhythm pattern). Teacher hands flashcard to student and cues student to match.

Area: Rhythm

G. Finds Rhythm Patterns - Level 2

Terminal Objective: Student finds rhythm patterns when they are presented, given two distractors.

Phase I	Student finds	
Phase II	Student finds	
Phase III	Student finds	
Phase IV	Student finds	
Phase V	Student finds	
Phase VI	Student finds	
Phase VII	Student finds	
Phase VIII	Student finds	
Phase IX	Student finds	
Phase X	Student finds	
Phase XI	Student finds	
Phase XII	Student finds	
Phase XIII	Student finds	
Phase XIV	Student finds	
Phase XV	Student finds	
Phase XVI	Student finds	
Phase XVII	Student finds	

Steps:

1. 0 distractors
2. 1 distractor
3. 2 distractors

Suggested Materials: Flashcards with complete patterns.

G. Finds Rhythm Patterns - Level 2, Continued.

Teaching Notes:

1. Teaching Sequence - Teach Phase I through all steps, one ata time, before teaching remaining phases in order.

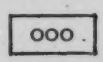
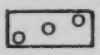
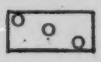
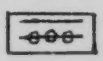
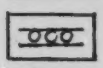
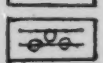
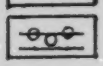
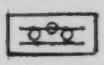
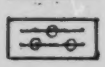
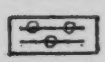
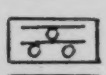
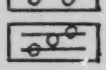
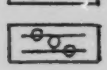
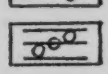
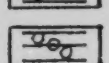
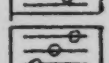
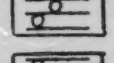
2. This is a noncumulative skill, therefore maintain each acquired phase with frequent review.

3. Suggested cue: Teacher says, "Look and listen", (claps and verbalizes rhythm pattern), "find the card".

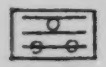
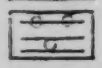
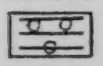
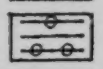
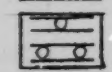
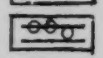
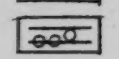
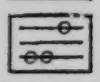
Area: Intervallic Notation - Singing

A. Matches Note Patterns - Level 2

Terminal Objective: Student matches 3-note patterns presented visually and aurally, given 2 distractors.

			Vocalization
Phase I	Student matches		low, low, low
Phase II	Student matches		high, high, high
Phase III	Student matches		low, high, low
Phase IV	Student matches		high, low, high
Phase V	Student matches		middle, middle, middle
Phase VI	Student matches		low, middle, high
Phase VII	Student matches		high, middle, low
Phase VIII	Student matches		line, line, line
Phase IX	Student matches		space, space, space
Phase X	Student matches		line, ↗ space, ↘ line - 2nds
Phase XI	Student matches		line, ↘ space, ↗ line - 2nds
Phase XII	Student matches		space, ↗ line, ↘ space - 2nds
Phase XIII	Student matches		space, ↘ line, ↗ space - 2nds
Phase XIV	Student matches		line, ↗ line, ↘ line - 3rds
Phase XV	Student matches		line, ↘ line, ↗ line - 3rds
Phase XVI	Student matches		space, ↘ space, ↗ space - 3rds
Phase XVII	Student matches		space, ↗ space, ↘ space - 3rds
Phase XVIII	Student matches		Line steps up - 2nds
Phase XIX	Student matches		Line steps down - 2nds
Phase XX	Student matches		Space steps up - 2nds
Phase XXI	Student matches		Space steps down - 2nds
Phase XXII	Student matches		Line skips up - 3rds
Phase XXIII	Student matches		Line skips down - 3rds
Phase XXIV	Student matches		Space skips up - 3rds
Phase XXV	Student matches		Space skips down - 3rds

A. Matches Note Patterns - Level 2, Continued.

Phase XXVI	Student matches		line, ↗ space, ↘ line - 4ths
Phase XXVII	Student matches		line, ↘ space, ↗ line - 4ths
Phase XXVIII	Student matches		space, ↗ line, ↘ space - 4ths
Phase XXIX	Student matches		space, ↘ line, ↗ space - 4ths
Phase XXX	Student matches		line, ↗ line, ↘ line - 5ths
Phase XXXI	Student matches		line, ↘ line, ↗ line - 5ths
Phase XXXII	Student matches		space, ↘ space, ↗ space - 5ths
Phase XXXIII	Student matches		space, ↗ space, ↘ space - 5ths
Phase XXXIV	Student matches		line, line, ↘ space - 2nds
Phase XXXV	Student matches		line, line, ↗ space - 2nds
Phase XXXVI	Student matches		line, line, ↗ line - 5ths

The following steps apply to each of the above phases.

Steps:

1. 0 distractors
2. 1 distractor
3. 2 distractors

Suggested Materials: Two sets of flashcards with 3-note patterns.

Teaching Notes:

1. Teaching Sequence - Teach Phase I through all steps, one at a time, before teaching remaining phases in order.

2. This is a noncumulative skill, therefore maintain recognition of each acquired phase with frequent review.

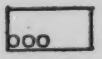
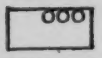
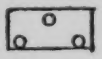
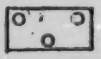
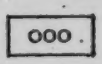
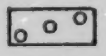
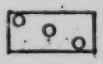
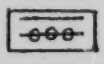
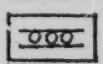
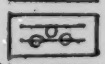
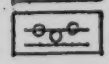
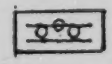
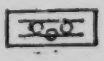
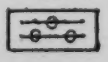
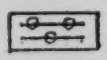
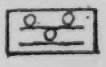
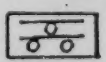
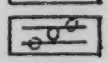
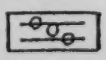
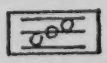
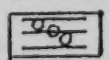
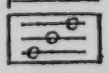
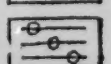
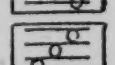
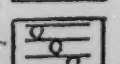
3. Suggested Cue: Teacher says, "Look and listen", (sings pattern). Teacher hands flashcard to student and cues student to match.

4. The examples must be presented by accurately singing the pitch intervals represented by the notation. The teacher can easily obtain accurate pitches from the melody bells or the piano. Seconds are tones directly adjacent to each other, thirds are separated by one tone, fourths are separated by two tones, and fifths are separated by three tones.

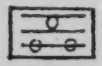
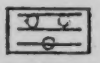
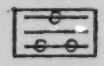
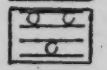
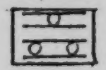
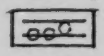
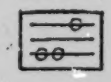
Area: Intervallic Notation - Singing

B. Finds Note Patterns - Level 2

Terminal Objective: Student finds 3-note patterns presented visually and aurally, given 2 distractors.

Phase I	Student finds		low, low, low
Phase II	Student finds		high, high, high
Phase III	Student finds		low, high, low
Phase IV	Student finds		high, low, high
Phase V	Student finds		middle, middle, middle
Phase VI	Student finds		low, middle, high
Phase VII	Student finds		high, middle, low
Phase VIII	Student finds		line, line, line
Phase IX	Student finds		space, space, space
Phase X	Student finds		line, ↗ space, ↘ line - 2nds
Phase XI	Student finds		line, ↘ space, ↗ line - 2nds
Phase XII	Student finds		space, ↗ line, ↘ space - 2nds
Phase XIII	Student finds		space, ↘ line, ↗ space - 2nds
Phase XIV	Student finds		line, ↗ line, ↘ line - 3rds
Phase XV	Student finds		line, ↘ line, ↗ line - 3rds
Phase XVI	Student finds		space, ↘ space, ↗ space - 3rds
Phase XVII	Student finds		space, ↗ space, ↘ space - 3rds
Phase XVIII	Student finds		Line steps up - 2nds.
Phase XIX	Student finds		Line steps down - 2nds.
Phase XX	Student finds		Space steps up - 2nds.
Phase XXI	Student finds		Space steps down - 2nds.
Phase XXII	Student finds		Line skips up - 3rds.
Phase XXIII	Student finds		Line skips down - 3rds.
Phase XXIV	Student finds		Space skips up - 3rds.
Phase XXV	Student finds		Space skips down - 3rds.

B. Finds Note Patterns - Level 2, Continued.

Phase XXVI	Student finds		line, ↗ space, ↘ line - 4ths
Phase XXVII	Student finds		line, ↘ space, ↗ line - 4ths
Phase XXVIII	Student finds		space, ↗ line, ↘ space - 4ths
Phase XXIX	Student finds		space, ↘ line, ↗ space - 4ths
Phase XXX	Student finds		line, ↗ line, ↘ line - 5ths
Phase XXXI	Student finds		line, ↘ line, ↗ line - 5ths
Phase XXXII	Student finds		space, ↘ space, ↗ space - 5ths
Phase XXXIII	Student finds		space, ↗ space, ↘ space - 5ths
Phase XXXIV	Student finds		line, line, ↘ space - 2nds
Phase XXXV	Student finds		line, line, ↗ space - 2nds
Phase XXXVI	Student finds		line, line, ↗ line - 5ths

The following steps apply to each of the above phases.

Steps:

1. 0 distractors
2. 1 distractor
3. 2 distractors

Suggested Materials: One set of flashcards with 3-note patterns.

Teaching Notes:

1. Teaching Sequence - Teach Phase I through all steps, one at a time, before teaching remaining phases in order.
2. This is a noncumulative skill, therefore maintain recognition of each acquired phase with frequent review.
3. Suggested Cue: Teacher says, "Listen, (vocalizes pattern), find that."
4. The examples must be presented by accurately singing the pitch intervals represented by the notation. The teacher can easily obtain accurate pitches from the melody bells or the piano. Seconds are tones directly adjacent to each other, thirds are separated by one tone, fourths are separated by two tones, and fifths are separated by three tones.

Area: Intervallic Melodies

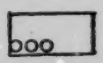
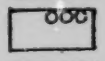
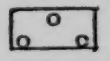
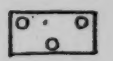
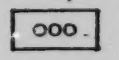
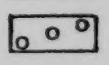
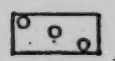
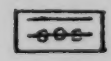
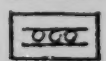
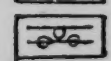
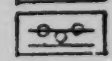
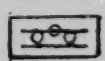
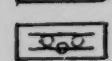
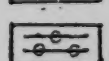
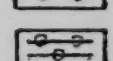
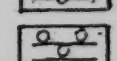
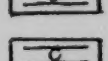
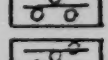
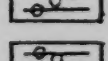
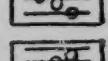
A. Plays Melodic Patterns on Bells - Level 2

Terminal Objective: Student plays a melodic pattern on the bells given intervallic notation and the starting tone.

Phase I — Student will play a melodic pattern on the bells given intervallic notation, the starting tone, and model.

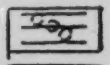
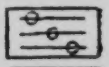
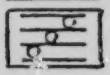
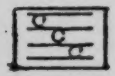
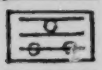
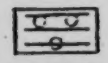
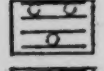
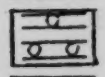
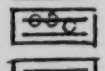
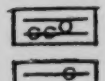
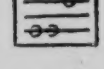
Phase II — Student will play a melodic pattern on the bells given intervallic notation and the starting tone.

Steps:

1.  low, low, low
2.  high, high, high
3.  low, high, low
4.  high, low, high
5.  middle, middle, middle
6.  low, middle, high
7.  high, middle, low
8.  line, line, line
9.  space, space, space
10.  line, ↗ space, ↘ line - 2nds
11.  line, ↘ space, ↗ line - 2nds
12.  space, ↗ line, ↘ space - 2nds
13.  space, ↘ line, ↗ space - 2nds
14.  line, ↗ line, ↘ line - 3rds
15.  line, ↘ line, ↗ line - 3rds
16.  space, ↘ space, ↗ space - 3rds
17.  space, ↗ space, ↘ space - 3rds
18.  Line steps up - 2nds
19.  Line steps down - 2nds
20.  Space steps up - 2nds

A. Plays Melodic Patterns on Bells - Level 2, Continued.

Steps:

21.  Space steps down - 2nds
22. Line skips up - 3rds
23.  Line skips down - 3rds
24.  Space skips up - 3rds
25.  Space skips down - 3rds
26.  line, ↗ space, ↘ line - 4ths
27. line, ↘ space, ↗ line - 4ths
28. space, ↗ line, ↘ space - 4ths
29.  space, ↘ line, ↗ space - 4ths
30. line, ↗ line, ↘ line - 5ths
31. line, ↘ line, ↗ line - 5ths
32.  space, ↘ space, ↗ space - 5ths
33.  space, ↗ space, ↘ space - 5ths
34.  line, line, ↘ space - 2nds
35.  line, line, ↗ space - 2nds
36.  line, line, ↗ line - 5ths

Suggested Materials: 1. Set of flashcards with 3-note patterns.
2. Melody bells, step bells, glockenspiel, or xylophone.

Teaching Notes:

1. Teaching Sequence - Teach step 1 through both phases, one at a time, before teaching remaining steps in order.
2. This is a noncumulative skill, therefore maintain recognition of each acquired step with frequent review.
3. The examples must be presented by accurately singing the pitch interval represented by the notation.
4. The examples must be presented by accurately singing the pitch intervals represented by the notation. The teacher can easily obtain accurate pitches from the melody bells or the piano. Seconds are tones directly adjacent to each other, thirds are separated by one tone, fourths are separated by two tones, and fifths are separated by three tones.

Area: Intervallic Melodies

B. Plays Melodies on Bells - Level 2

Terminal Objective: Student plays a melody on the bells given intervallic notation and the starting tone.

Phase I	Student will play first phrase of song given model and notation.
Phase II	Student will play first phrase of song given notation.
Phase III	Student will play second phrase of song given model and notation.
Phase IV	Student will play second phrase of song given notation.
Phase V	Student will play first and second phrases of song given model and notation.
Phase VI	Student will play first and second phrases of song given notation.
Phase VII	Student will play third phrase of song given model and notation.
Phase VIII	Student will play third phrase of song given notation.
Phase IX	Student will play first, second and third phrases of song given model and notation.
Phase X	Student will play first, second and third phrases of song given notation.
Phase XI	Student will play fourth phrase of song given model and notation.
Phase XII	Student will play fourth phrase of song given notation.
Phase XIII	Student will play entire song given model and notation.
Phase XIV	Student will play entire song given notation.

Steps:

1. Hot Cross Buns
2. Elephant Song
3. Frog Song
4. Mary Had A Little Lamb

B. Plays Melodies on Bells - Level 2, Continued

Suggested Materials: 1. Notated songs from which individual phrases may be isolated.
2. Melody bells, step bells, glockenspiel, or xylophone.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. While presenting each phrase, the adult should sing the words while playing the melody and encourage the student to sing when s/he plays.

Area: Intervallic Melodies

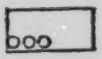
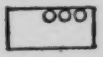
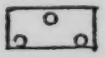
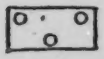
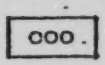
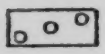
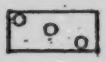
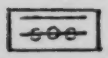
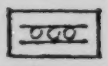
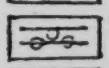
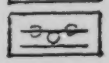
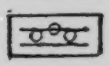
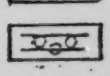
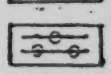
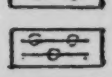
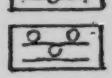
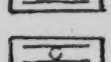
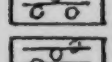
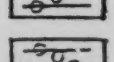
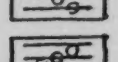
C. Plays Melodic Patterns on Keyboard - Level 2

Terminal Objective: Student plays a melodic pattern on the keyboard given intervallic notation and the starting tone.

Phase I — Student will play a melodic pattern on the bells given intervallic notation, the starting tone, and model.

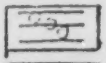
Phase II — Student will play a melodic pattern on the bells given intervallic notation and the starting tone.

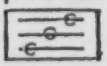
Steps:

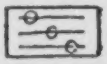
1.  low, low, low
2.  high, high, high
3.  low, high, low
4.  high, low, high
5.  middle, middle, middle
6.  low, middle, high
7.  high, middle, low
8.  line, line, line
9.  space, space, space
10.  line, ↗ space, ↘ line - 2nds
11.  line, ↘ space, ↗ line - 2nds
12.  space, ↗ line, ↘ space - 2nds
13.  space, ↘ line, ↗ space - 2nds
14.  line, ↗ line, ↘ line - 3rds
15.  line, ↘ line, ↗ line - 3rds
16.  space, ↘ space, ↗ space - 3rds
17.  space, ↗ space, ↘ space - 3rds
18.  Line steps up - 2nds
19.  Line steps down - 2nds
20.  Space steps up - 2nds

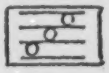
C. Plays Melodic Patterns on Keyboard - Level 2, Continued

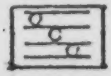
Steps:

21.  Space steps down - 2nds.

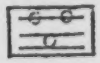
22.  Line skips up - 3rds

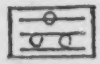
23.  Line skips down - 3rds

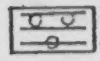
24.  Space skips up - 3rds

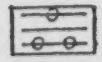
25.  Space skips down - 3rds.

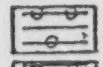
26. line, ↗ space, ↘ line - 4ths

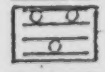
27.  line, ↘ space, ↗ line - 4ths

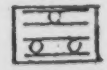
28.  space, ↗ line, ↘ space - 4ths

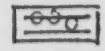
29.  space, ↘ line, ↗ space - 4ths

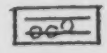
30.  line, ↗ line, ↘ line - 5ths

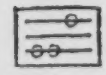
31.  line, ↘ line, ↗ line - 5ths

32.  space, ↘ space, ↗ space - 5ths

33.  space, ↗ space, ↘ space - 5ths

34.  line, line, ↘ space - 2nds

35.  line, line, ↗ space - 2nds

36.  line, line, ↗ line - 5ths

Suggested Materials: 1. Set of flashcards with 3-note patterns.
2. Piano, accordion, or organ.

Teaching Notes:

1. Teaching Sequence - Teach step 1 through both phases, one at a time, before teaching remaining steps in order.

2. This is a noncumulative skill, therefore maintain recognition of each acquired step with frequent review.

3. The examples must be presented by accurately singing the pitch interval represented by the notation.

4. The examples must be presented by accurately singing the pitch intervals represented by the notation. The teacher can easily obtain accurate pitches from the melody bells or the piano. Seconds are tones directly adjacent to each other, thirds are separated by one tone, fourths are separated by two tones, and fifths are separated by three tones.

Areas: Intervallic Melodies

D. Plays Melodies on Keyboard - Level 2

Terminal Objective: Student plays a melody on the keyboard given intervallic notation, starting tone, and starting fingering.

Phase I	Student will play first phrase of song given model and notation.
Phase II	Student will play first phrase of song given notation.
Phase III	Student will play second phrase of song given model and notation.
Phase IV	Student will play second phrase of song given notation.
Phase V	Student will play first and second phrases of song given model and notation.
Phase VI	Student will play first and second phrases of song given notation.
Phase VII	Student will play third phrase of song given model and notation.
Phase VIII	Student will play third phrase of song given notation.
Phase IX	Student will play first, second and third phrases of song given model and notation.
Phase X	Student will play first, second and third phrases of song given notation.
Phase XI	Student will play fourth phrase of song given model and notation.
Phase XII	Student will play fourth phrase of song given notation.
Phase XIII	Student will play entire song given model and notation.
Phase XIV	Student will play entire song given notation.

Steps:

1. Frog Song
2. Hot Cross Buns
3. Elephant Song

D. Plays Melodies on Keyboard - Level 2, Continued.

Suggested Materials:
1. Notated songs from which individual phrases may be isolated.
2. Piano, accordion, or organ.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. While presenting each phrase, the adult should sing the words while playing the melody and encourage the student to sing when s/he plays.

Area: Intervallic Melodies

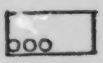
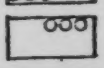
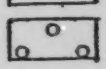
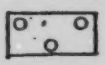
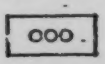
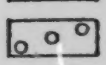
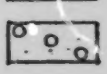
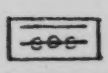
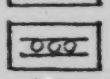
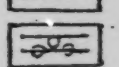
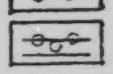
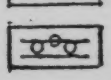
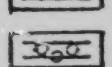
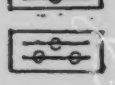
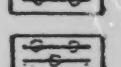
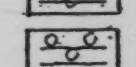
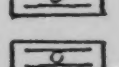
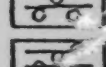
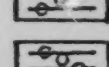
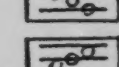
E. Plays Melodic Patterns on Song Flute - Level 2

Terminal Objective: Student plays a melodic pattern on the song flute given intervallic notation and the starting tone.

Phase I — Student will play a melodic pattern on the song flute given intervallic notation, the starting tone, and model.

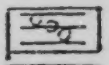
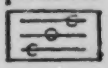
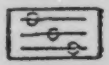
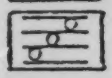
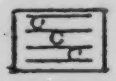
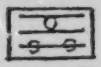
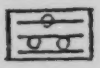
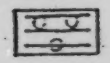
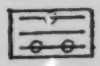
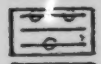
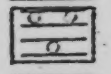
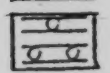
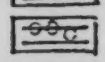
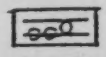
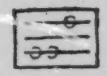
Phase II — Student will play a melodic pattern on the song flute given intervallic notation and the starting tone.

Steps:

1.  low, low, low
2.  high, high, high
3.  low, high, low
4.  high, low, high
5.  middle, middle, middle
6.  low, middle, high
7.  high, middle, low
8.  line, line, line
9.  space, space, space
10.  line, ↗ space, ↘ line - 2nds
11.  line, ↘ space, ↗ line - 2nds
12.  space, ↗ line, ↘ space - 2nds
13.  space, ↘ line, ↗ space - 2nds
14.  line, ↗ line, ↘ line - 3rds
15.  line, ↘ line, ↗ line - 3rds
16.  space, ↘ space, ↗ space - 3rds
17.  space, ↗ space, ↘ space - 3rds
18.  Line steps up - 2nds
19.  Line steps down - 2nds
20.  Space steps up - 2nds

E. Plays Melodic Patterns on Song Flute - Level 2, Continued.

Steps:

21.  Space steps down - 2nds
22.  Line skips up - 3rds
23.  Line skips down - 3rds
24.  Space skips up - 3rds
25.  Space skips down - 3rds
26.  line, ↗ space, ↘ line - 4ths
27. line, ↘ space, ↗ line - 4ths
28.  space, ↗ line, ↘ space - 4ths
29.  space, ↘ line, ↗ space - 4ths
30.  line, ↗ line, ↘ line - 5ths
31.  line, ↘ line, ↗ line - 5ths
32.  space, ↘ space, ↗ space - 5ths
33.  space, ↗ space, ↘ space - 5ths
34.  line, line, ↘ space - 2nds
35.  line, line, ↗ space - 2nds
36.  line, line, ↗ line - 5ths

Suggested Materials: 1. Set of flashcards with 3-note patterns
2. Song flute or recorder.

Teaching Notes:

1. Teaching Sequence - Teach step 1 through both phases, one at a time, before teaching remaining steps in order.
2. This is a noncumulative skill, therefore maintain recognition of each acquired step with frequent review.
3. The examples must be presented by accurately singing the pitch interval represented by the notation.
4. The examples must be presented by accurately singing the pitch intervals represented by the notation. The teacher can easily obtain accurate pitches from the melody bells or the piano. Seconds are tones directly adjacent to each other, thirds are separated by one tone, fourths are separated by two tones, and fifths are separated by three tones.

Area: Intervallic Melodies

F. Plays Melodies on Song Flute - Level 2

Terminal Objective: Student plays a melody on the song flute given intervallic notation, starting tone, and starting fingering.

Phase I	Student will play first phrase of song given model and notation.
Phase II	Student will play first phrase of song given notation.
Phase III	Student will play second phrase of song given model and notation.
Phase IV	Student will play second phrase of song given notation.
Phase V	Student will play first and second phrases of song given model and notation.
Phase VI	Student will play first and second phrases of song given notation.
Phase VII	Student will play third phrase of song given model and notation.
Phase VIII	Student will play third phrase of song given notation.
Phase IX	Student will play first, second and third phrases of song given model and notation.
Phase X	Student will play first, second and third phrases of song given notation.
Phase XI	Student will play fourth phrase of song given model and notation.
Phase XII	Student will play fourth phrase of song given notation.
Phase XIII	Student will play entire song given model and notation.
Phase XIV	Student will play entire song given notation.

Steps:

1. Frog Song - key of G
2. Hot Cross Buns - key of G
3. Elephant Song - key of G

F. Plays Melodies on Song Flute - Level 2, Continued.

Suggested Materials:
1. Notated songs from which individual phrases may be isolated.
2. Song flute or recorder.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. Songs to be played on the song flute are in the key of G^M rather than C^M so that the student doesn't have to use as many fingers as would be required for the key of C^M.

Area: Notated Harmonic Patterns

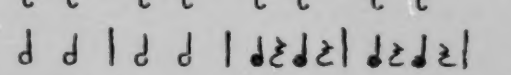
A. Plays Harmonic Patterns on Autoharp - Level 2

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on an autoharp.

Phase I	Student will play first phrase of song given model and notation.
Phase II	Student will play first phrase of song given notation.
Phase III	Student will play second phrase of song given model and notation.
Phase IV	Student will play second phrase of song given notation.
Phase V	Student will play first and second phrases of song given model and notation.
Phase VI	Student will play first and second phrases of song given notation.
Phase VII	Student will play third phrase of song given model and notation.
Phase VIII	Student will play third phrase of song given notation.
Phase IX	Student will play first, second and third phrases of song given model and notation.
Phase X	Student will play first, second and third phrases of song given notation.
Phase XI	Student will play fourth phrase of song given model and notation.
Phase XII	Student will play fourth phrase of song given notation.
Phase XIII	Student will play entire song given model and notation.
Phase XIV	Student will play entire song given notation.

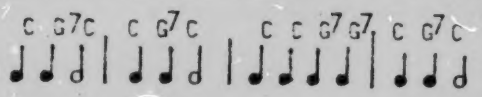
Steps:

1. Frog Song

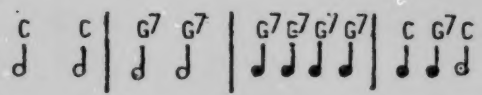


A. Plays Harmonic Patterns on Autoharp - Level 2, Continued.

2. Hot Cross Buns



3. Elephant Song



Suggested Materials: Notated chord progressions from which individual phrases may be isolated.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.
2. While presenting each phrase, the adult should sing the words and ecourage the student to sing when s/he plays.

Area: Notated Harmonic Patterns

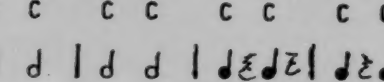
B. Plays Harmonic Patterns on Ukulele - Level 2

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on a ukulele.

Phase I	Student will play first phrase of song given model and notation.
Phase II	Student will play first phrase of song given notation.
Phase III	Student will play second phrase of song given model and notation.
Phase IV	Student will play second phrase of song given notation.
Phase V	Student will play first and second phrases of song given model and notation.
Phase VI	Student will play first and second phrases of song given notation.
Phase VII	Student will play third phrase of song given model and notation.
Phase VIII	Student will play third phrase of song given notation.
Phase IX	Student will play first, second and third phrases of song given model and notation.
Phase X	Student will play first, second and third phrases of song given notation.
Phase XI	Student will play fourth phrase of song given model and notation.
Phase XII	Student will play fourth phrase of song given notation.
Phase XIII	Student will play entire song given model and notation.
Phase XIV	Student will play entire song given notation.

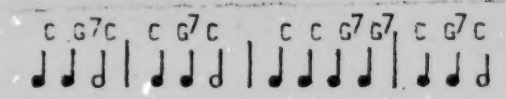
Steps

1. Frog Song

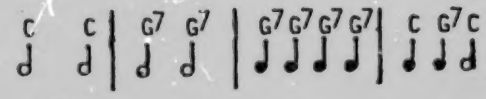


B. Plays Harmonic Patterns on Ukulele - Level 2, Continued.

2. Hot Cross Buns



3. Elephant Song



Suggested Materials: Notated chord progressions from which individual phrases may be isolated.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. While presenting each phrase, the adult should sing the words and ecourage the student to sing when s/he plays.

Area: Notated Harmonic Patterns

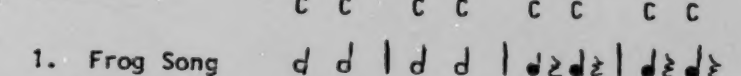
C. Plays Harmonic Patterns on Guitar - Level 2

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on a guitar.

Phase I	Student will play first phrase of song given model and notation.
Phase II	Student will play first phrase of song given notation.
Phase III	Student will play second phrase of song given model and notation.
Phase IV	Student will play second phrase of song given notation.
Phase V	Student will play first and second phrases of song given model and notation.
Phase VI	Student will play first and second phrases of song given notation.
Phase VII	Student will play third phrase of song given model and notation.
Phase VIII	Student will play third phrase of song given notation.
Phase IX	Student will play first, second and third phrases of song given model and notation.
Phase X	Student will play first, second and third phrases of song given notation.
Phase XI	Student will play fourth phrase of song given model and notation.
Phase XII	Student will play fourth phrase of song given notation.
Phase XIII	Student will play entire song given model and notation.
Phase XIV	Student will play entire song given notation.

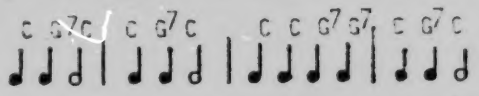
Steps

1. Frog Song

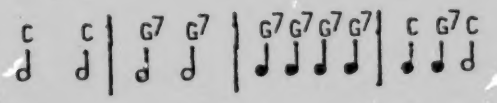


C. Plays Harmonic Patterns on Guitar - Level 2, Continued.

2. Hot Cross Buns



3. Elephant Song



Suggested Materials: Notated chord progressions from which individual phrases may be isolated.

Teaching Notes:

1. Teaching Sequence - Teach all phases, one at a time, with one step before going on to next step.

2. While presenting each phrase, the adult should sing the words and ecourage the student to sing when s/he plays.

Appendix B

The Teaching Research Music Curriculum

Assessment Tool

Level 1

Teaching Research
Oregon State System of Higher Education
Monmouth, Oregon

January, 1982

Area: RHYTHM

Program: A. Direct Physical Response to Music - Level I

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student listens to a musical cue and responds with a physical movement given verbal cue.

Phases:

III — Student listens to musical cue and responds with physical movement given verbal cue.

II — Student listens to musical cue and responds with physical movement given verbal cue and model.

I — Student listens to musical cue and responds with physical movement given verbal cue, model and physical assistance.

*Test each step

Steps:

1. Start (with music)	III	II	I
2. Stop (with music)	III	II	I
3. Rock (back and forth)	III	II	I
4. Sway (side to side)	III	II	I
5. Clap hands	III	II	I
6. Stomp feet	III	II	I
7. Slap knees	III	II	I
8. Tap toes	III	II	I
9. Stand up	III	II	I
10. Sit down	III	II	I
11. Turn around	III	II	I
12. Jump	III	II	I
13. Hop	III	II	I
14. Swing arms	III	II	I

*See Suggested Materials Examples on T.A.

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	

Results

Acquired Skill

Yes 120 No ____

Area: RHYTHM

Program: B. Recognizes and Plays Musical Instruments - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Given instrument name, student will pick up and play a variety of rhythm instruments appropriately.

Phases:

IV — Given instrument name, student will pick up and play it independently in an appropriate manner.

III — Given instrument name, student will pick up and play it appropriately in imitation of teacher.

II — Given instrument name, student will pick up and play it - teacher assists student only as necessary to play appropriately. Student must play at some time independently for a correct response.

I — Given instrument name, student will pick up the instrument, teacher completely assists student to play appropriately.

*Test each instrument

Steps:

1.	Tambourine (hitting or shaking)	IV III II I
2.	Cymbals	IV III II I
3.	Rhythmica	IV III II I
4.	Rhythm Sticks	IV III II I
5.	Drum	IV III II I
6.	Triangle	IV III II I
7.	Sandpaper Blocks	IV III II I
8.	Tone Block	IV III II I
9.	Bells	IV III II I
10.	Castanet	IV III II I
11.	Any Rhythm Instrument (may include home made instruments)	IV III II I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: RHYTHM

Program: C. Matches Tempo - Level 1,

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays instrument to match changing tempo of hand drum or piano played rhythmically. Student should visually be able to see teacher play instrument.

Phases:		Steps:	
VI	Student plays instrument to match changing tempo of hand drum or piano played rhythmically. Student should visually be able to see teacher play instrument.	1. Fast - slow - fast 2. Slow - fast - slow 3. Begin fast - gradually slow down 4. Begin slow - gradually accelerate 5. Random changes	(Phase VI only)
V	Student plays instrument to match steady tempo of hand drum or piano played rhythmically. Student should be provided with visual stimulus. (Teacher model of steady tempo only.)	1. Fast (approximately ♩ = 132-176) 2. Slow (approximately ♩ = 66-76) 3. Medium (approximately ♩ = 108-120)	(Phases IV and V)
IV	Student plays instrument to match steady tempo of hand drum or piano played rhythmically. Student should be provided with visual stimulus (may include metronome and teacher model of steady tempo).	1. Fast (approximately ♩ = 132-176) 2. Slow (approximately ♩ = 66-76) 3. Medium (approximately ♩ = 108-120)	
III	Student claps to match changing tempo of hand drum or piano played rhythmically. Student should visually be able to see teacher play instrument.	1. Fast - slow - fast 2. Slow - fast - slow 3. Begin fast - gradually slow down 4. Begin slow - gradually accelerate 5. Random changes	(Phase III)
II	Student claps to match steady tempo of hand drum or piano played rhythimcally. Student should be provided with visual stimulus. (Teacher model of steady tempo only.)	1. Fast (approximately ♩ = 132-176) 2. Slow (approximately ♩ = 66-76) 3. Medium (approximately ♩ = 108-120)	(Phases I and II)

* Continued on Next Page

Area: RHYTHM

Program: C. Matches Tempo, Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective:

Phases:

I Student claps to match steady tempo of hand drum or piano played rhythmically. Student should be provided with visual stimulus (may include metronome and teacher model of steady tempo.)

Steps:

1. Fast (approximately ♩ = 132-176) (phases I & II)
2. Slow (approximately ♩ = 66-76)
3. Medium (approximately ♩ = 108-120)

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes 126 No ____	

Area: RHYTHM
Program: D. Rhythm Imitation - Level I
Baseline Date: _____
Terminal Objective: Student will correctly imitate the one-measure rhythm pattern played on various instruments.

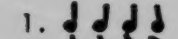
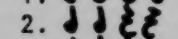
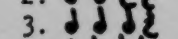
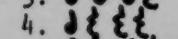
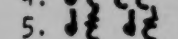
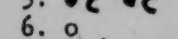
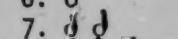
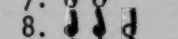
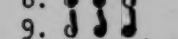
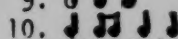
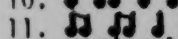
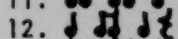
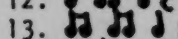
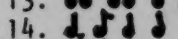
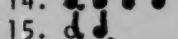
Student's Name: _____
Observer's Name: _____

Phases:

Phase X	Student will correctly imitate the one-measure rhythm pattern played on various instruments.
Phase IX	Student will correctly imitate the one-measure rhythm pattern when presented (teacher claps/verbalizes names of notes or phrase).
Phase VIII	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap first beat only. Student claps second, third and fourth beats and verbalizes all four beats independently (note names or words).
Phase VII	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap first two beats. Student claps third and fourth beats and verbalizes all four beats independently (note names or words).
Phase VI	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap first three beats. Student claps fourth beat and verbalizes all four beats independently (note names or words).
Phase V	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap only. Student verbalizes four beats (note names or words) independently.
Phase IV	Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first beat only (note or word).

*Phases Continued - Next Page

Steps:

1.		X IX VIII VII VI V IV III II I
2.		X IX VIII VII VI V IV III II I
3.		X IX VIII VII VI V IV III II I
4.		X IX VIII VII VI V IV III II I
5.		X IX VIII VII VI V IV III II I
6.		X IX VIII VII VI V IV III II I
7.		X IX VIII VII VI V IV III II I
8.		X IX VIII VII VI V IV III II I
9.		X IX VIII VII VI V IV III II I
10.		X IX VIII VII VI V IV III II I
11.		X IX VIII VII VI V IV III II I
12.		X IX VIII VII VI V IV III II I
13.		X IX VIII VII VI V IV III II I
14.		X IX VIII VII VI V IV III II I
15.		X IX VIII VII VI V IV III II I
16.		X IX VIII VII VI V IV III II I

Area: RHYTHM

Program: D. Rhythm Imitation, Continued.

Student's Name _____

Phases:

Steps:

Phase III — Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first two beats (note or word).

Phase II — Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first three beats (note or word).

Phase I — Student will correctly imitate the one-measure rhythm pattern given physical assistance to clap and verbal assistance to say all four beats (names of notes or words of rhythmic phrase).

See first page.

Key	Comments
X = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

*Test each step

Area: RHYTHM

Program: E. Reads Rhythm Patterns - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

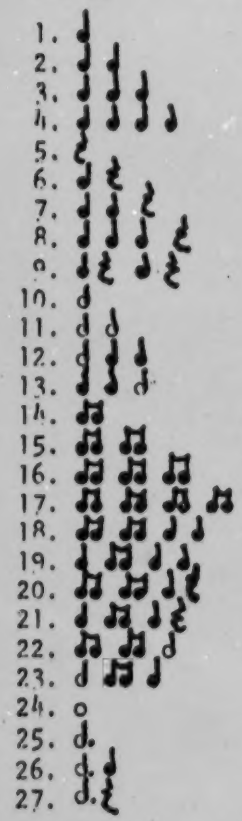
Terminal Objective: Student correctly verbalizes and claps rhythm patterns when they are presented.

Phases:

V	Student correctly verbalizes and claps rhythm pattern when presented.
IV	Student correctly verbalizes and claps rhythm pattern presented with verbal cue.
III	Student correctly verbalizes and claps rhythm pattern presented with verbal cue, teacher to point to each note.
II	Student correctly verbalizes and claps rhythm pattern presented with verbal cue, teacher to model over each note.
I	Student correctly verbalizes and claps rhythm pattern presented with verbal cue, teacher to physically assist over each note.

*Test each step

Steps:



1.	V IV III II I
2.	V IV III II I
3.	V IV III II I
4.	V IV III II I
5.	V IV III II I
6.	V IV III II I
7.	V IV III II I
8.	V IV III II I
9.	V IV III II I
10.	V IV III II I
11.	V IV III II I
12.	V IV III II I
13.	V IV III II I
14.	V IV III II I
15.	V IV III II I
16.	V IV III II I
17.	V IV III II I
18.	V IV III II I
19.	V IV III II I
20.	V IV III II I
21.	V IV III II I
22.	V IV III II I
23.	V IV III II I
24.	V IV III II I
25.	V IV III II I
26.	V IV III II I
27.	V IV III II I

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes 132 No ____	

Area: SINGING

Program: A. Matches Pitch - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student can sing (on pitch) in imitation of the pitches presented and hold for three seconds.

Phases:

X	Student will sing in imitation the pitch presented and hold for 3 seconds
IX	Student will sing in imitation the pitch presented and hold for 2 seconds
VIII	Student will sing in imitation the pitch presented and hold for 1 second.
VII	Student will sing in imitation an approximation of the sound presented and hold for 3 seconds
VI	Student will sing in imitation an approximation of the sound presented and hold for 2 seconds
V	Student will sing in imitation an approximation of the sound presented and hold for 1 second
IV	Student will emit any singing sound in imitation and hold for 3 seconds
III	Student will emit any singing sound in imitation and hold for 2 seconds
II	Student will emit any singing sound in imitation and hold for 1 second
I	Student will emit any singing sound in imitation of singing sound presented

Steps: (Individualized)

1. X IX VIII VII VI V IV III II I
2. X IX VIII VII VI V IV III II I
3. X IX VIII VII VI V IV III II I
4. X IX VIII VII VI V IV III II I
5. X IX VIII VII VI V IV III II I

*Test each step

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skills Yes ___ No ___	

Area: SINGING

Program: b. Sings Melodic and Harmonic Patterns - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will correctly sing in imitation the three note pattern presented visually and auditorily.

Phases:

IV	Student will correctly sing in imitation the three note pattern presented visually and auditorily.
III	Student will correctly sing in imitation the three note pattern given verbal assistance with first pitch only.
II	Student will correctly sing in imitation the three note pattern given verbal assistance with first two pitches.
I	Student will correctly sing in imitation the three note pattern given verbal assistance with all three pitches.

Steps:

1.	low, low, low	IV	III	II	I
2.	high, high, high	IV	III	II	I
3.	middle, middle, middle	IV	III	II	I
4.	low, high, low	IV	III	II	I
5.	high, low, high	IV	III	II	I
6.	low, middle, low	IV	III	II	I
7.	high, middle, low	IV	III	II	I
8.	1 step up	IV	III	II	I
9.	1 step down	IV	III	II	I
10.	ccc - do do do	IV	III	II	I
11.	ddd - re re re	IV	III	II	I
12.	eee - mi mi mi	IV	III	II	I
13.	fff - fa fa fa	IV	III	II	I
14.	ggg - sol sol sol	IV	III	II	I
15.	aaa - la la la	IV	III	II	I
16.	bbb - ti ti ti	IV	III	II	I
17.	ccc - do do do	IV	III	II	I
18.	cde - do re mi	IV	III	II	I
19.	edc - mi re do	IV	III	II	I
20.	fed - fa mi re	IV	III	II	I
21.	ccg - do do sol	IV	III	II	I
22.	aag - la la sol	IV	III	II	I
23.	ffe - fa fa mi	IV	III	II	I
24.	ddc - re re do	IV	III	II	I
25.	gge - sol sol mi	IV	III	II	I
26.	gea - sol mi la	IV	III	II	I
27.	gce - sol do mi	IV	III	II	I
28.	gag - sol la sol	IV	III	II	I
29.	fdb - fa re ti	IV	III	II	I
30.	egc - mi sol do	IV	III	II	I
31.	edf - mi re fa	IV	III	II	I
32.	cfg - do fa sol	IV	III	II	I
33.	ceg - do mi sol	IV	III	II	I
34.	bdg - ti re sol	IV	III	II	I
35.	cfa - do fa la	IV	III	II	I
36.	bfg - ti fa sol	IV	III	II	I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: SINGING

Program: C. Sings Simple Songs - Level I

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will sing a simple (four phrase) song in imitation of adult.

Phase:

XIV	Student will sing entire song in imitation of adult.
XIII	Student will sing entire song in imitation of adult with adult assistance.
XII	Student will sing fourth phrase of song in imitation of adult.
XI	Student will sing fourth phrase of song in imitation of adult with adult assistance.
X	Student will sing first, second and third phrases of song in imitation of adult.
IX	Student will sing first, second and third phrases of song in imitation of adult with adult assistance.
VIII	Student will sing third phrase of song in imitation of adult.
VII	Student will sing third phrase of song in imitation of adult with adult assistance.
VI	Student will sing first and second phrases of song in imitation of adult.
V	Student will sing first and second phrases of song in imitation of adult with adult assistance.
IV	Student will sing second phrase of song in imitation of adult.
III	Student will sing second phrase of song in imitation of adult with adult assistance.
II	Student will sing first phrase of song in imitation of adult.
I	Student will sing first phrase of song in imitation of adult with adult assistance.

*Steps on Next Page

Area: SINGING

Program: C. Sings Simple Songs - Level 1. Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective:

Steps:

1. Rain, Rain Go Away	XIV	XIII	XII	XI	X	IX	VIII	VII	VI	V	IV	III	II	I
2. Hot Cross Buns	XIV	XIII	XII	XI	X	IX	VIII	VII	VI	V	IV	III	II	I
3. Elephant Song	XIV	XIII	XII	XI	X	IX	VIII	VII	VI	V	IV	III	II	I
4. Frog Song	XIV	XIII	XII	XI	X	IX	VIII	VII	VI	V	IV	III	II	I
5. Go Tell Aunt Rhodie	XIV	XIII	XII	XI	X	IX	VIII	VII	VI	V	IV	III	II	I
6. Boil that Cabbage	XIV	XIII	XII	XI	X	IX	VIII	VII	VI	V	IV	III	II	I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes 140 ____ No ____	

Area: MELODY INSTRUMENTS

Program: A. Plays Melodic Patterns on Melody Bells (Xylophone) - Level 1 Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student will correctly play on the xylophone in imitation the three note pattern presented.

Phases:

IV Student will correctly play on the xylophone in imitation the three note pattern presented.

III Student will correctly play on the xylophone in imitation the three note pattern given physical assistance with the first pitch only.

II Student will correctly play on the xylophone in imitation the three note pattern given physical assistance with the first two pitches.

I Student will correctly play on the xylophone in imitation the three note pattern given physical assistance with all three pitches.

Steps:

1.	Low, low, low	IV III II I
2.	High, high, high	IV III II I
3.	Middle, middle, middle	IV III II I
4.	Low, high, low	IV III II I
5.	High, low, high	IV III II I
6.	Low, middle, high	IV III II I
7.	High, middle, low	IV III II I
8.	1 step up	IV III II I
9.	1 step down	IV III II I
10.	ccc-do do do	IV III II I
11.	ddd-re re re	IV III II I
12.	eee-mi mi mi	IV III II I
13.	fff-fa fa fa	IV III II I
14.	ggg-sol sol sol	IV III II I
15.	aaa-la la la	IV III II I
16.	bbb-ti ti ti	IV III II I
17.	ccc-do do do	IV III II I
18.	cde-do re mi	IV III II I
19.	edc-mi re do	IV III II I
20.	fed-fa mi re	IV III II I
21.	ccg-do do sol	IV III II I
22.	aag-la la sol	IV III II I
23.	ffe-fa fa mi	IV III II I
24.	ddc-re re do	IV III II I
25.	gge-sol sol mi	IV III II I
26.	gea-sol mi la	IV III II I
27.	gcc-sol do mi	IV III II I
28.	gag-sol la sol	IV III II I
29.	fdb-fa re ti	IV III II I
30.	egc-mi sol do	IV III II I
31.	edf-mi re fa	IV III II I
32.	cfg-do fa sol	IV III II I
33.	ceg-do mi sol	IV III II I
34.	bdg-ti re sol	IV III II I
35.	cfa-do fa la	IV III II I
36.	bfg-ti fa sol	IV III II I

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No 142	

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Area: MELODY INSTRUMENTS

Program: B. Plays Simple Melodies on Melody Bells (Xylophone) - Level 1 Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student will play a simple (four measure) song in imitation of adult.

Phases:		Steps:
XIV	Student will play entire four measure song in imitation of adult.	1. Rain, Rain Go Away XIV XIII XII XI X IX VIII VII VI V IV III II I 2. Hot Cross Buns XIV XIII XII XI X IX VIII VII VI V IV III II I 3. Elephant Song XIV XIII XII XI X IX VIII VII VI V IV III II I
XIII	Student will play entire four measure song in imitation of adult with adult assistance.	
XII	Student will play fourth measure of song in imitation of adult.	
XI	Student will play fourth measure of song in imitation of adult with adult assistance.	
X	Student will play first, second and third measures of song in imitation of adult.	
IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.	
VIII	Student will play third measure of song in imitation of adult.	
VII	Student will play third measure of song in imitation of adult with adult assistance.	

*Phases Continued and Measures Listed on Next Page

Area: MELODY INSTRUMENTS

Program: B. Plays Simple Melodies on Melody Bells (Xylophone) - Level 1, Student's Name: _____
Continued.

Baseline Date: _____ Observer's Name: _____

Terminal Objective:

VI Student will play first and second measures of song in imitation of adult.

V Student will play first and second measures of song in imitation of adult with adult assistance.

IV Student will play second measure of song in imitation of adult.

III Student will play second measure of song in imitation of adult with adult assistance.

II Student will play first measure of song in imitation of adult.

I Student will play first measure of song in imitation of adult with adult assistance.

MEASURES

1. Rain, Rain Go Away

G E		sol mi
G G E	or	sol sol mi
G G E		sol sol mi
A G G E		la sol sol mi

2. Hot Cross Buns

E D C		mi re do
E D C		mi re do
C C D D	or	do do re re
E E C		mi re do

3. Elephant Song

E D C		mi re do
F E D		fa mi re
G G G F	or	sol sol sol fa
E D C		mi re do

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: HARMONY INSTRUMENTS

Program: A. Plays Chord Patterns on Autoharp - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will correctly play on the autoharp in imitation the four chord pattern presented.

Phases:

V	Student will correctly play on the autoharp in imitation the four chord pattern presented.
IV	Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with the first chord only.
III	Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with the first two chords.
II	Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with the first three chords.
I	Student will correctly play on the autoharp in imitation the four chord pattern given physical assistance with all four chords.

Steps:

1. C C C C	V IV III II I
2. F F F F	V IV III II I
3. G^7 G^7 G^7 G^7	V IV III II I
4. C G^7 G^7 C	V IV III II I
5. C F F C	V IV III II I
6. C F G^7 C	V IV III II I
7. F C F C	V IV III II I
8. G^7 C G^7 C	V IV III II I
9. F C G^7 C	V IV III II I
10. G^7 C F C	V IV III II I

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes 148 No ____	

Area: HARMONY INSTRUMENTS

Program: B. Plays Chords to a Song on Autoharp - Level I

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will play a simple (four measure) song in imitation of adult.

Phases:

XIV	Student will play entire four measure song in imitation of adult.
XIII	Student will play entire four measure song in imitatin of adult with adult assistance.
XII	Student will play fourth measure of song in imitation of adult.
XI	Student will play fourth measure of song in imitation of adult with adult assistance.
X	Student will play first, second and third measures of song in imitation of adult.
IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
VIII	Student will play third measure of song in imitation of adult.
VII	Student will play third measure of song in imitation of adult with adult assistance.
VI	Student will play first and second measures of song in imitation of adult.
V	Student will play first and second measures of song in imitation of adult with adult assistance.

Steps:

1. Hot Cross Buns	XIV XIII XII XI X IX VIII VII VI V IV III II I
2. Elephant Song	XIV XIII XII XI X IX VIII VII VI V IV III II I
3. Frog Song	XIV XIII XII XI X IX VIII VII VI V IV III II I

*Phases Continued and Measures Listed on Next Page

Area: HARMONY INSTRUMENTS

Program: B. Plays Chords to a Song on Autoharp - Level 1, Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective:

IV Student will play second measure of song in imitation of adult.

III Student will play second measure of song in imitation of adult with adult assistance.

II Student will play first measure of song in imitation of adult.

I Student will play first measure of song in imitation of adult with adult assistance.

MEASURES

1. Frog Song
   C
   C —
   C- C-
   C- C-

2. Hot Cross Buns
   C G^7 C -
   C G^7 C -
   C - G^7 -
   C G^7 C -

3. Elephant Song
   C - C -
   G7- G7-
   G7- G7-
   C - C -

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes 152 No ____	

Area: KEYBOARD

Program: A. Matches Basic Locaters - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student places felt or cardboard pieces to match basic locaters on laminated keyboard given verbal cue.

Phases:

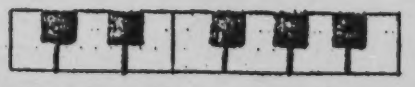
III Student places felt or cardboard piece to match basic locater on laminated keyboard given verbal cue.

II Student places felt or cardboard piece to match basic locater on laminated keyboard given verbal cue and model.

I Student places felt or cardboard piece to match basic locater on laminated keyboard given verbal cue, model and physical assistance.

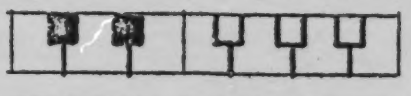
Steps:

1. Black keys



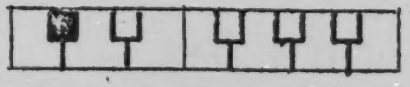
III II I

2. Two black keys



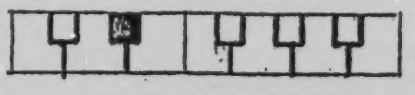
III II I

3. Low key in group of two black keys.



III II I

4. High key in group of two black keys.



III II I

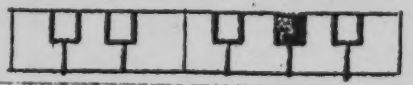
5. Three black keys.

III II I

6. Low key in group of three black keys.

III II I

7. Middle key in group of three black keys.



III II I

*Steps Continued on Next Page

Area: KEYBOARD

Program: A. Matches Basic Locaters - Level 1, Continued.

Student's Name: _____

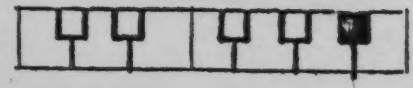
Baseline Date: _____

Observer's Name: _____

Terminal Objective:

Steps, Continued

8. High key in group of three black keys.



Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No ____	

Area: KEYBOARD

Program: B. Finds Basic Locaters - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student finds and plays basic locaters on keyboard given verbal cue.

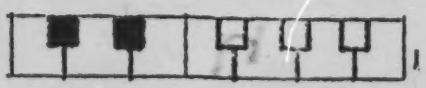
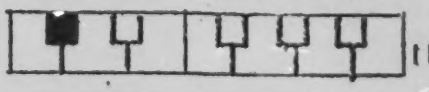
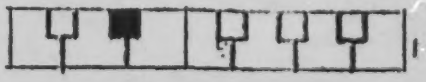
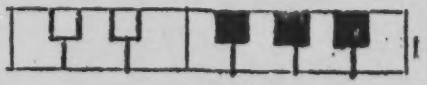
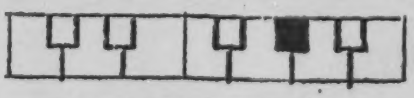
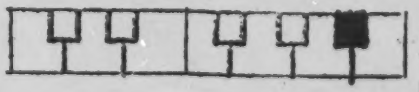
Phases:

III Student finds and plays appropriate key/s given verbal cue.

II Student finds and plays appropriate key/s given verbal cue and model.

I Student finds and plays appropriate key/s given verbal cue, model and physical assistance.

Steps:

1. Black keys III II I
2. Two black keys  III II I
3. Low key in group of two black keys.  III II I
4. High key in group of two black keys.  III II I
5. Three black keys.  III II I
6. Low key in group of three black keys. III II I
7. Middle key in group of three black keys.  III II I
8. High key in group of three black keys.  III II I

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	

Results

Acquired Skill

Yes ____ No 158

159

Area: KEYBOARD

Program: C. Matches White Keys - Level I

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student places note name on appropriate key while given verbal cue.

Phases:

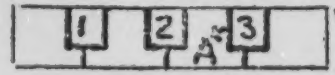
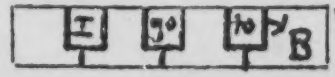
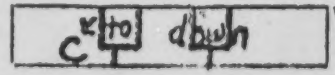
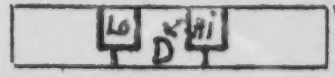
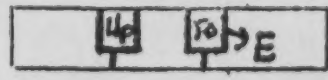
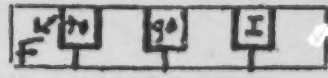
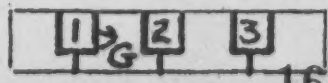
V Student places note name on appropriate key given verbal cue.

IV Student places note name on appropriate key given verbal cue and model.

III Student places note name on appropriate key given verbal cue, model and locater assistance.

II Student places note name on appropriate key given verbal cue, model, locater assistance, and visual cue.

I Student places note name on appropriate key given verbal cue, model, locater assistance, visual cue, and physical assistance.

Steps:	Locater Assistance (Sung)	
1. A	1. 1, 2, 3 - A (3 black notes going up, back to white A)	 V IV III II I
2. B	2. 1 go to - B (3 black notes going up, up to white B)	 V IV III II I
3. C	3. Down to - C (2 black notes down, down to white C)	 V IV III II I
4. D	4. Low, High - D (2 black notes up, down to white D)	 V IV III II I
5. E	5. Up to - E (2 black notes up, up to white E)	 V IV III II I
6. F	6. 1 go to - F (3 black notes down, down to white F)	 V IV III II I
7. G	7. 3, 2, 1 - G (3 black notes down, up to white G)	 V IV III II I

Continued on next page.

Area: KEYBOARD

Program: C. Matches White Keys - Level 1, Continued. Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student places note name on appropriate key while given verbal cue.

OR	Steps:	Locater Assistance	
	1. do	Down to - do	Same as C
	2. re	Low, High - re	Same as D
	3. mi	Up to - mi	Same as E
	4. fa	I go to - fa	Same as F
	5. so	321 - so	Same as G
	6. la	123 - la	Same as A
	7. ti	I go to - ti	Same as B

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill ___ Yes ___ No	

Area: KEYBOARD

Program: D. Finds and Plays White Keys - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays appropriate key given verbal cue.

Phases:

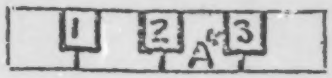
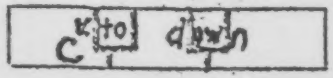
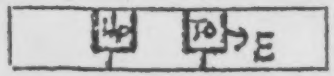
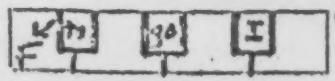
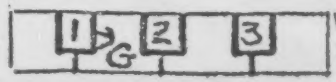
V Student plays appropriate key given verbal cue.

IV Student plays appropriate key given verbal cue and model.

III Student plays appropriate key given verbal cue, model and locater assistance.

II Student plays appropriate key given verbal cue, model, locater assistance, and visual cue.

I Student plays appropriate key given verbal cue, model, locater assistance, visual cue, and physical assistance.

Steps:	Locater Assistance (Sung)	
1. A	1. 1, 2, 3 - A (3 black notes going up, back to white A)	 V IV III II I
2. B	2. I go to - B (3 black notes going up, up to white B)	V IV III II I
3. C	3. Down to - C (2 black notes down, down to white C)	 V IV III II I
4. D	4. Low, High - D (2 black notes up, down to white D)	V IV III II I
5. E	5. Up to - E (2 black notes up, up to white E)	 V IV III II I
6. F	6. I go to - F (3 black notes down, down to white F)	 V IV III II I
7. G	7. 3, 2, 1 - G (3 black notes down, up to white G)	 V IV III II I

Continued on next page.

Area: KEYBOARD

Program: D. Finds and Plays White Keys - Level 1, Continued. Student's Name:

Baseline Date: Observer's Name:

Terminal Objective: Student plays appropriate key given verbal cue.

OR Steps:

1. do	Down to - do	Same as C
2. re	Low, High - re	Same as D
3. mi	Up to - mi	Same as E
4. fa	I go to - fa	Same as F
5. so	321 - so	Same as G
6. la	123 - la	Same as A
7. ti	I go to - ti	Same as B

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill ___ Yes ___ No	

Area: KEYBOARD

Program: E. Plays Melodic Patterns on Keyboard - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will correctly play on the keyboard in imitation the three note pattern presented.

Phases:

IV — Student will correctly play on the keyboard in imitation the three note pattern presented.

III — Student will correctly play on the keyboard in imitation the three note pattern given physical assistance with the first pitch only.

II — Student will correctly play on the keyboard imitation the three note pattern presented given physical assistance with the first two pitches.

I — Student will correctly play on the keyboard in imitation the three note pattern presented given physical assistance with all three pitches.

Steps:

1. Low, high, low (two black keys)			IV III II I
2. Low, middle, high (three black keys)			IV III II I
3. Low, low, low (three black keys)			IV III II I
4. Middle, middle, middle (three black keys)			IV III II I
5. High, high, high (three black keys)			IV III II I
6. High, middle, low (three black keys)			IV III II I
7. 1 step up (three black keys)			IV III II I
8. 1 step down (three black keys)			IV III II I
9. 1, 2, 3 - A	OR	9. Down to - do	IV III II I
10. aaa		10. do do do	IV III II I
11. bbb		11. re re re	IV III II I
12. ccc		12. mi mi mi	IV III II I
13. ddd		13. fa fa fa	IV III II I
14. eee		14. sol sol sol	IV III II I
15. fff		15. la la la	IV III II I
15. ggg		16. ti ti ti	IV III II I
17. aaa		17. do do do	IV III II I
18. cde		18. do re mi	IV III II I
19. ede		19. mi re do	IV III II I
20. fed		20. fa mi re	IV III II I
21. gge		21. sol sol mi	IV III II I
22. age		22. la sol mi	IV III II I
23. ccg		23. do do sol	IV III II I
24. aag		24. la la sol	IV III II I
25. ffe		25. fa fa mi	IV III II I
26. ddc		26. re re do	IV III II I

Key	Comments
x = 2 correct responses 0 = 1 Incorrect response	
Results	
Acquired Skill Yes ____ No 166	

Area: KEYBOARD

Program: F. Plays Simple Songs on Keyboard - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phases:

XIV	Student will play entire four measure song in imitation of adult.
XIII	Student will play entire four measure song in imitation of adult with adult assistance.
XII	Student will play fourth measure of song in imitation of adult.
XI	Student will play fourth measure of song in imitation of adult with adult assistance.
X	Student will play first, second and third measures of song in imitation of adult.
IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
VIII	Student will play third measure of song in imitation of adult.
VII	Student will play third measure of song in imitation of adult with adult assistance.
VI	Student will play first and second measures of song in imitation of adult.

*Phases Continued on Next Page

Steps:

1. Hot Cross Buns	XIV XIII XII XI X IX VIII VII VI V IV III II I
2. Elephant Song	XIV XIII XII XI X IV VIII VII VI V IV III II I
3. Frog Song	XIV XIII XII XI X IV VIII VII VI V IV III II I

Area: KEYBOARD

Program: F. Plays Simple Songs on Keyboard - Level 1, Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective:

V	Student will play first and second measures of song in imitation of adult with adult assistance.
IV	Student will play second measure of song in imitation of adult.
III	Student will play second measure of song in imitation of adult with adult assistance.
II	Student will play first measure of song in imitation of adult.
I	Student will play first measure of song in imitation of adult with adult assistance.

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No 1?0	

Area: SONG FLUTE

Program: A. Matches Notes - Level 1

Student's Name: _____

Baseline Date: _____

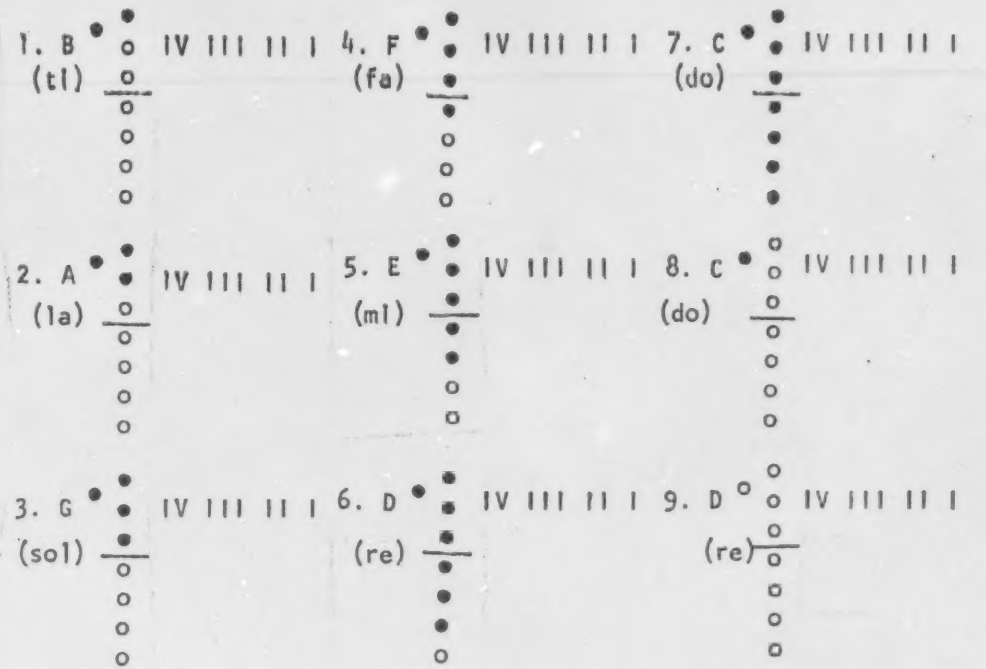
Observer's Name: _____

Terminal Objective: Student covers appropriate holes on illustration to match note given verbal cue.

Phases:

IV	Student covers appropriate holes on illustration to match note given verbal cue.
III	Student covers appropriate holes on illustration to match note given verbal cue and model.
II	Student covers appropriate holes on illustration to match note given verbal cue, model and visual cue.
I	Student covers appropriate holes on illustration to match note given verbal cue, model, visual cue, and physical assistance.

Steps:


1. B (ti) IV III II I
2. A (la) IV III II I
3. G (sol) IV III II I
4. F (fa) IV III II I
5. E (mi) IV III II I
6. D (re) IV III II I
7. C (do) IV III II I
8. C (do) IV III II I
9. D (re) IV III II I

Key	Comments
> = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ___ No ___	

172

173

Area: SONG FLUTE

Program: B. Finds and Plays Notes - Level 1

Student's Name: _____

Baseline Date: _____

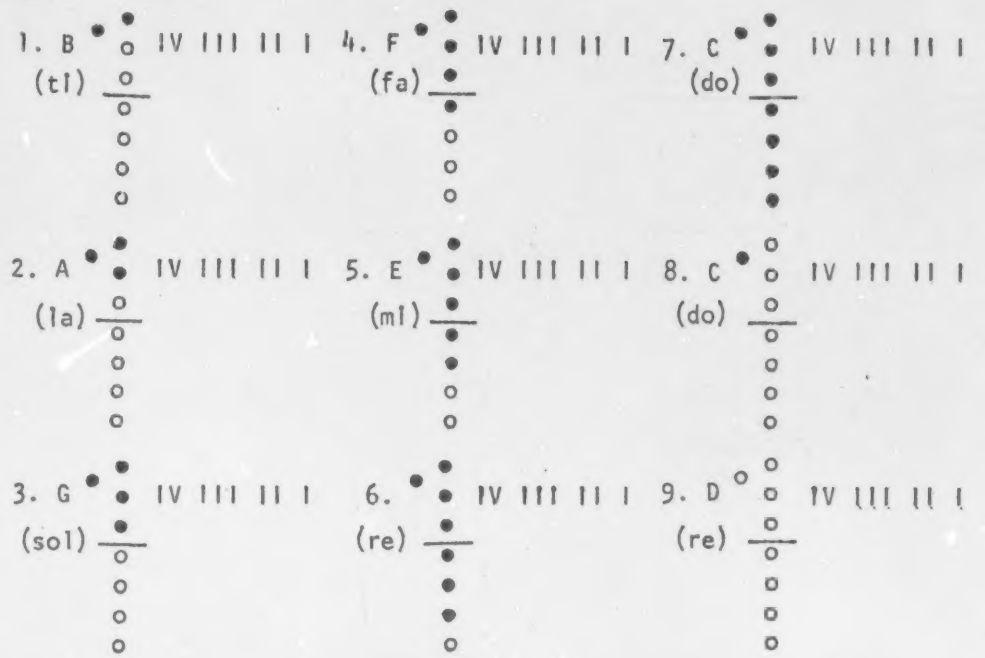
Observer's Name: _____

Terminal Objective: Student plays appropriate note given verbal cue.

Phases:

IV	Student plays appropriate note given verbal cue.
III	Student plays appropriate note given verbal cue and model.
II	Student plays appropriate note given verbal cue, model and visual cue.
I	Student plays appropriate note given verbal cue, model, visual cue, and physical assistance.

Steps:



Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No 174	

Area: SONG FLUTE

Program: C. Plays Melodic Patterns on Song Flute - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will correctly play on the song flute in imitation the three note pattern presented.

Phases:

IV Student will correctly play on the song flute in imitation the three note pattern presented.

III Student will correctly play on the song flute in imitation the three note pattern presented given physical assistance with the first pitch only.

II Student will correctly play on the song flute in imitation the three note pattern presented given physical assistance with the first two pitches.

I Student will correctly play on the song flute in imitation the three note pattern presented given physical assistance with all three pitches.

Steps:

1.	bbb-ti ti ti	IV	III	II I
2.	aaa-la la la	IV	III	II I
3.	ggg-sol sol sol	IV	III	II I
4.	fff-fa fa fa	IV	III	II I
5.	eee-mi mi mi	IV	III	II I
6.	ddd-re re re	IV	III	II I
7.	ccc-do do do	IV	III	II I
8.	ccc (high c)	IV	III	II I
9.	ddd-re re re	IV	III	II I
10.	bag-ti la sol	IV	III	II I
11.	gga-sol sol la	IV	III	II I
12.	cba-do ti la	IV	III	II I
13.	abc-la ti do	IV	III	II I
14.	ddc-re re do	IV	III	II I
15.	dcb-re do re	IV	III	II I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No 176	

Area: SONG FLUTE

Program: D. Plays Simple Songs on Song Flute - Level I

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phases:

XIV	Student will play entire four measure song in imitation of adult.
XIII	Student will play entire four measure song in imitation of adult with adult assistance.
XII	Student will play fourth measure of song in imitation of adult.
XI	Student will play fourth measure of song in imitation of adult with adult assistance.
X	Student will play first, second and third measures of song in imitation of adult.
IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
VIII	Student will play third measure of song in imitation of adult.
VII	Student will play third measure of song in imitation of adult with adult assistance.
VI	Student will play first and second measures of song in imitation of adult.
V	Student will play first and second measures of song in imitation of adult with adult assistance.

*Phases Continued on Next Page

Steps:

1. Hot Cross Buns	XIV XIII XII XI X IX VIII VII VI V IV III II I
2. Elephant Song	XIV XIII XII XI X IX VIII VII VI V IV III II I
3. Frog Song	XIV XIII XII XI X IX VIII VII VI V IV III II I

Area: SONG FLUTE

Program: D. Plays Simple Songs on Song Flute - Level 1, Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective:

IV Student will play second measure of song in imitation of adult.

III Student will play second measure of song in imitation of adult with adult assistance.

II Student will play first measure of song in imitation of adult.

I Student will play first measure of song in imitation of adult with adult assistance.

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No 180	

Area: GUITAR

Program: A. Matches Chords on Guitar - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student covers appropriate strings and frets on illustration to match the chord given verbal cue.

Phases:

IV Student covers appropriate strings and frets on illustration to match chord given verbal cue.

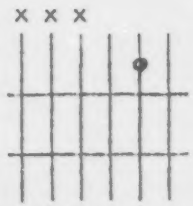
III Student covers appropriate strings and frets on illustration to match chord given verbal cue and model.

II Student covers appropriate strings and frets on illustration to match chord given verbal cue, model and visual cue.

I Student covers appropriate strings and frets on illustration to match chord given verbal cue, model, visual cue, and physical assistance.

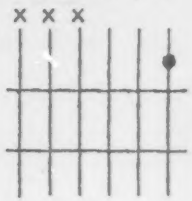
Steps:

1. C



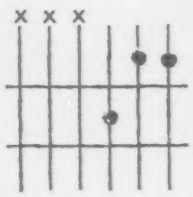
IV III II I

2. G^7



IV III II I

3. F



IV III II I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No 182	

Area: GUITAR

Program: B. Finds and Plays Chords on Guitar - Level 1

Student's Name: _____

Baseline Date: _____

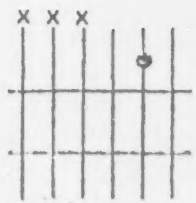
Observer's Name: _____

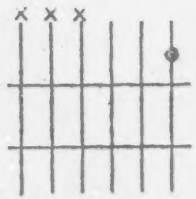
Terminal Objective: Student plays appropriate note given verbal cue.

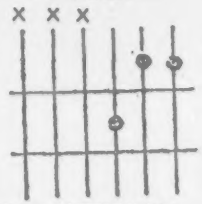
Phases:

IV	Student plays appropriate note given verbal cue.
III	Student plays appropriate note given verbal cue and model.
II	Student plays appropriate note given verbal cue, model and visual cue.
I	Student plays appropriate note given verbal cue, model, visual cue, and physical assistance.

Steps:

1. C  IV III II I

2. G^7  IV III II I

3. F  IV III II I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: GUITAR

Program: b. Plays Chord Patterns on Guitar - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will correctly play on the guitar in imitation the four chord pattern presented.

Phases:

V — Student will correctly play on the guitar in imitation the four chord pattern presented.

IV — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with the first chord only.

III — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with the first two chords.

II — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with the first three chords.

I — Student will correctly play on the guitar in imitation the four chord pattern given physical assistance with all four chords.

Steps:

1.	C C C C	V IV III II I
2.	F F F F	V IV III II I
3.	G^7 G^7 G^7 G^7	V IV III II I
4.	C G^7 G^7 C	V IV III II I
5.	C F F C	V IV III II I
6.	C F G^7 C	V IV III II I
7.	F C F C	V IV III II I
8.	G^7 C G^7	V IV III II I
9.	F C G^7 C	V IV III II I
10.	G^7 C F C	V IV III II I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes 186 No ____	

Area: GUITAR

Program: D. Plays Chords to a Song on Guitar - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phases:

XIV Student will play entire four measure song in imitation of adult.

XIII Student will play entire four measure song in imitation of adult with adult assistance.

XII Student will play fourth measure of song in imitation of adult.

XI Student will play fourth measure of song in imitation of adult with adult assistance.

X Student will play first, second and third measures of song in imitation of adult.

IX Student will play first, second and third measures of song in imitation of adult with adult assistance.

VIII Student will play third measure of song in imitation of adult.

VII Student will play third measure of song in imitation of adult with adult assistance.

VI Student will play first and second measures of song in imitation of adult.

V Student will play first and second measures of song in imitation of adult with adult assistance.

Steps:

1. Hot Cross Buns XIV XIII XII XI X IX VIII VII VI V IV III II I
2. Elephant Song XIV XIII XII XI X IX VIII VII VI V IV III II I
3. Frog Song XIV XIII XII XI X IX VIII VII VI V IV III II I

*Phases Continued on Next Page

Area: GUITAR

Program: D. Plays Chords to a Song on Guitar - Level 1, Continued.

Student's Name: _____

Observer's Name: _____

Baseline Date: _____

Terminal Objective:

IV Student will play second measure of song in imitation of adult.

III Student will play second measure of song in imitation of adult with adult assistance.

II Student will play first measure of song in imitation of adult.

I Student will play first measure of song in imitation of adult with adult assistance.

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes _____ No _____	

Area: UKULELE

Program: A. Matches Chords on Ukulele - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student covers appropriate strings and frets on illustration to match the chord given verbal cue.

Phases:

IV Student covers appropriate strings and frets on illustration to match chord given verbal cue.

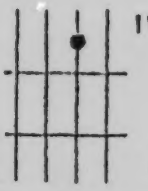
III Student covers appropriate strings and frets on illustration to match chord given verbal cue and model.

II Student covers appropriate strings and frets on illustration to match chord given verbal cue, model and visual cue.

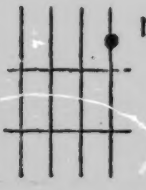
I Student covers appropriate strings and frets on illustration to match chord given verbal cue, model, visual cue, and physical assistance.

Steps:

1. C



2. G^7



3. F

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: UKULELE

Program: B. Finds and Plays Chords on Ukulele - Level 1

Student's Name: _____

Baseline Date: _____

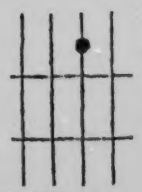
Observer's Name: _____

Terminal Objective: Student plays appropriate note given verbal cue.

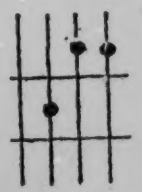
Phases:

IV	Student plays appropriate note given verbal cue.
III	Student plays appropriate note given verbal cue and model.
II	Student plays appropriate note given verbal cue, model and visual cue.
I	Student plays appropriate note given verbal cue, model, visual cue, and physical assistance.

Steps:

1. C  IV III II I

2. G^7 IV III II I

3. F  IV III II I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes 193 No ____	

Area: UKULELE

Program: C. Plays Chord Patterns on Ukulele - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will correctly play on the ukulele in imitation the four chord pattern presented.

Phases:

V — Student will correctly play on the ukulele in imitation the four chord pattern presented.

IV — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with the first chord only.

III — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with the first two chords.

II — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with the first three chords.

I — Student will correctly play on the ukulele in imitation the four chord pattern given physical assistance with all four chords.

Steps:

1.	C C C C	V IV III II I
2.	F F F F	V IV III II I
3.	G^7 G^7 G^7 G^7	V IV III II I
4.	C G^7 G^7 C	V IV III II I
5.	C F F C	V IV III II I
6.	C F G^7 C	V IV III II I
7.	F C F C	V IV III II I
8.	G^7 C G^7 C	V IV III II I
9.	F C G^7 C	V IV III II I
10.	G^7 C F C	V IV III II I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: UKULELE

Program: D. Plays Chords to a Song on Ukulele - Level 1

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will play a simple (four phrase) song in imitation of adult.

Phases:

XIV	Student will play entire four measure song in imitation of adult.
XIII	Student will play entire four measure song in imitation of adult. with adult assistance.
XII	Student will play fourth measure of song in imitation of adult.
XI	Student will play fourth measure of song in imitation of adult with adult assistance.
X	Student will play first, second and third measures of song in imitation of adult.
IX	Student will play first, second and third measures of song in imitation of adult with adult assistance.
VIII	Student will play third measure of song in imitation of adult.
VII	Student will play third measure of song in imitation of adult with adult assistance.
VI	Student will play first and second measures of song in imitation of adult.
V	Student will play first and second measures of song in imitation of adult with adult assistance.

Steps:

1. Hot Cross Buns XIV XIII XII XI X IX VIII VII VI V IV III II I
2. Elephant Song XIV XIII XII XI X IX VIII VII VI V IV III II I
3. Frog Song XIV XIII XII XI X IX VIII VII VI V IV III II I

*Phases Continued on Next Page

Area: UKULELE

Program: D. Plays Chords to a Song on Ukulele - Level 1, Continued. Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective:

IV Student will play second measure of song in imitation of adult.

III Student will play second measure of song in imitation of adult with adult assistance.

II Student will play first measure of song in imitation of adult.

I Student will play first measure of song in imitation of adult with adult assistance.

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No 199	

200

The Teaching Research Music Curriculum

Assessment Tool

Level 2

Teaching Research
Oregon State System of Higher Education
Monmouth, Oregon

January, 1982

Area: RHYTHM

Program: A. Direct Physical Response to Music - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student listens to the musical cue and interprets the character of the music with appropriate physical movement.

Phases:

IV Student listens to the musical cue and interprets the character of the music with appropriate physical movement.

III Student listens to the musical cue and interprets the character of the music with appropriate physical movement given verbal cue.

II Student listens to the musical cue and interprets the character of the music with appropriate physical movement given verbal cue and model.

I Student listens to the musical cue and interprets the character of the music with appropriate physical movement given verbal cue, model and physical assistance.

Steps:

1. High sound (reach up)	IV	III	II	I
2. Low sound (touch floor)	IV	III	II	I
3. Going up (bring arms foward and up)	IV	III	II	I
4. Going down (bring arms down and back)	IV	III	II	I
5. Loud (stamp feet or march)	IV	III	II	I
6. Soft (tip toe)	IV	III	II	I
7. Crescendo (hands moving apart)	IV	III	II	I
8. Decrescendo (hands moving together)	IV	III	II	I
9. March with music $\frac{2}{4}$ or $\frac{4}{4}$	IV	III	II	I
A. "march" hands on floor				
B. march in place				
C. march around the room				
10. Glide to music $\frac{3}{4}$ or $\frac{6}{8}$ or swing arms in $\frac{3}{4}$ or $\frac{6}{8}$ or waltz step in $\frac{3}{4}$.	IV	III	II	I

*Test each step

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes _____ No _____	

Area: RHYTHM

Program: B. Recognizes and Plays Musical Instruments - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Hearing the sound of the instrument but not seeing it, the student will independently choose the correct instrument given three distractors and play it appropriately.

Phases:

IV Hearing the sound but not seeing it, the student will independently choose the instrument given three distractors and play it appropriately.

III Hearing the sound of the instrument but not seeing it, student will independently choose the instrument given two distractors and play it appropriately.

II Hearing the sound of the instrument but not seeing it, student will independently choose the instrument given one distractor and play it appropriately.

I Hearing the sound of the instrument but not seeing it, student independently will choose the instrument given 0 distractors and play it appropriately.

*Test each instrument

Steps:

1.	Tambourine	IV III II I
2.	Cymbals	IV III II I
3.	Rhythmica	IV III II I
4.	Rhythm Sticks	IV III II I
5.	Drum	IV III II I
6.	Triangle	IV III II I
7.	Sand Paper Blocks	IV III II I
8.	Tone Block	IV III II I
9.	Bells	IV III II I
10.	Castanet	IV III II I
11.	Any Rhythm Instrument (may include home made instruments)	IV III II I

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No 204	

Area: RHYTHM

Program: C. Matches Tempo - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays instrument to match the changing tempo of songs played on the piano, tape or record given no visual stimulus.

Phases:		Steps:
VI	Student plays instrument to match tempo of songs played on the piano, a tape or a record given no visual stimulus	1. Fast song 2. Slow song 3. Medium tempo song 4. Song with varying tempos
V	Student plays instrument to match changing tempo of hand drum or piano played rhythmically. Student is given no visual stimulus.	1. Fast - slow - fast 2. Slow - fast - slow 3. Begin fast - gradually slow down 4. Begin slow - gradually accelerat 5. Random changes
IV	Student plays instrument to match steady tempo of hand drum or piano played rhythmically. Student is given no stimulus.	1. Fast (approximately ♩ = 132-176) 2. Slow (approximately ♩ = 66-76) 3. Medium (approximately ♩ = 108-120)
III	Student claps to match tempo of songs played on the piano, a tape or a record given no visual stimulus.	1. Fast song 2. Slow song 3. Medium tempo song 4. Song with varying tempos
II	Student claps to match changing tempo of hand drum or piano played rhythmically given no visual stimulus.	1. Fast - slow - fast 2. Slow - fast - slow 3. Begin fast - gradually slow down 4. Begin slow - gradually accelerate 5. Random changes
I	Student claps to match tempo of hand drum or piano played rhythmically given no visual stimulus.	1. Fast (approximately ♩ = 132-176) 2. Slow (approximately ♩ = 66-76) 3. Medium (approximately ♩ = 108-120)

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: RHYTHM

Program: D. Rhythm Imitation - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student will correctly imitate two-measure rhythm patterns played on various instruments.

Phases:

VI Student will correctly imitate the two-measure rhythm pattern played on various instruments

V Student will correctly imitate the two-measure rhythm pattern when presented.

IV Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap first measure only. Student verbalizes both measures independently.

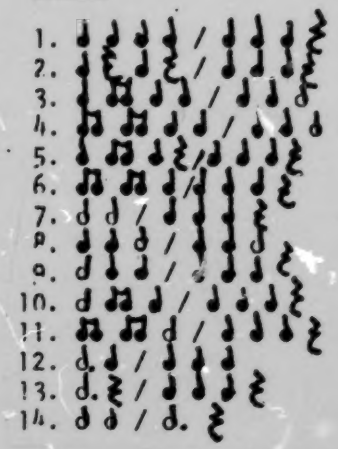
III Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap (all). Student verbalizes both measures independently.

II Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap (all) and verbal assistance to say first measure only.

I Student will correctly imitate the two-measure rhythm pattern given physical assistance to clap and verbal assistance to say both measures.

*Test each step

Steps:



1.	VI	V	IV	III	II	I
2.	VI	V	IV	III	II	I
3.	VI	V	IV	III	II	I
4.	VI	V	IV	III	II	I
5.	VI	V	IV	III	II	I
6.	VI	V	IV	III	II	I
7.	VI	V	IV	III	II	I
8.	VI	V	IV	III	II	I
9.	VI	V	IV	III	II	I
10.	VI	V	IV	III	II	I
11.	VI	V	IV	III	II	I
12.	VI	V	IV	III	II	I
13.	VI	V	IV	III	II	I
14.	VI	V	IV	III	II	I

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No ____	

Area: RHYTHM

Program: E. Reads Rhythm Patterns- Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student correctly verbalizes and claps two-measure rhythm patterns when they are presented.

Phases:

V — Student correctly verbalizes and claps two-measure rhythm pattern when presented.

IV — Student correctly verbalizes and claps two-measure rhythm pattern presented with verbal cue.

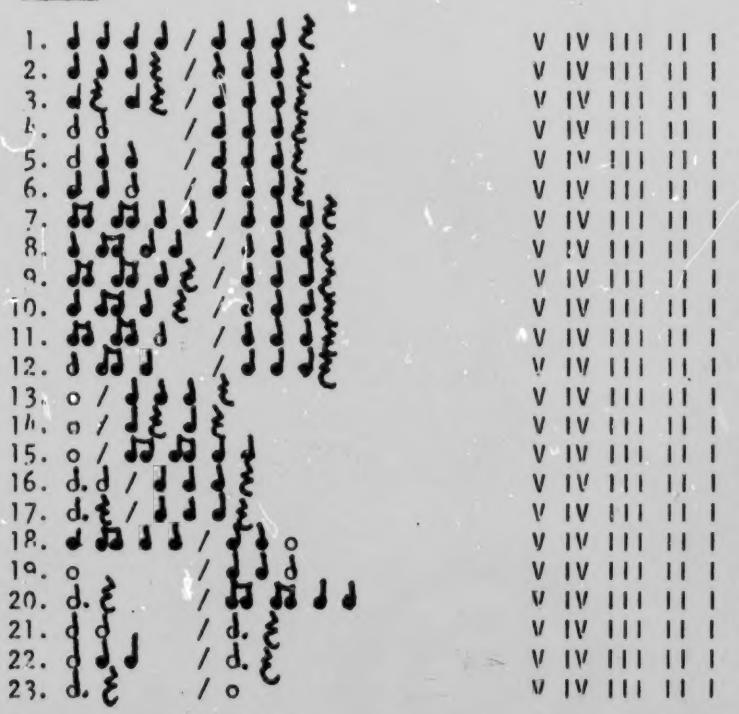
III — Student correctly verbalizes and claps two-measure rhythm pattern presented with verbal cue, teacher to point to each note.

II — Student correctly verbalizes and claps two-measure rhythm pattern presented with verbal cue, teacher to point to each note and model over each note.

I — Student correctly verbalizes and claps two-measure rhythm pattern presented with verbal cue, teacher to point to each note and physically assist over each note.

*Test each step

Steps:



1.	V IV III II I
2.	V IV III II I
3.	V IV III II I
4.	V IV III II I
5.	V IV III II I
6.	V IV III II I
7.	V IV III II I
8.	V IV III II I
9.	V IV III II I
10.	V IV III II I
11.	V IV III II I
12.	V IV III II I
13.	V IV III II I
14.	V IV III II I
15.	V IV III II I
16.	V IV III II I
17.	V IV III II I
18.	V IV III II I
19.	V IV III II I
20.	V IV III II I
21.	V IV III II I
22.	V IV III II I
23.	V IV III II I

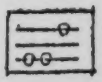
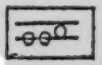
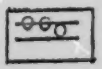
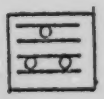
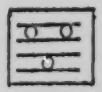
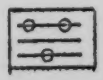
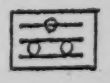
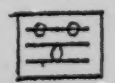
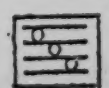
Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No ____	

Area: Intervallic Notation - Singing

Program: A. Matches Note Patterns - Level 2 Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student matches 3-note patterns presented visually and aurally, given 2 distractors.

Phases				Steps
XXXVI	Student matches		line, line, ↗ line - 5ths	3 2 1
XXXV	Student matches		line, line, → space - 2nds	3 2 1
XXXIV	Student matches		line, line, ↘ space - 2nds	3 2 1
XXXIII	Student matches		space, ↗ space, ↘ space - 5ths	3 2 1
XXXII	Student matches		space, ↘ space, ↗ space - 5ths	3 2 1
XXXI	Student matches		line, ↘ line, ↗ line - 5ths	3 2 1
XXX	Student matches		line, ↗ line, ↘ line - 5ths	3 2 1
XXIX	Student matches		space, ↘ line, ↗ space - 4ths	3 2 1
XXVIII	Student matches		space, ↗ line, ↘ space - 4ths	3 2 1
XXVII	Student matches		line, ↘ space, ↗ line - 4ths	3 2 1
XXVI	Student matches		line, ↗ space, ↘ line - 4ths	3 2 1
XXV	Student matches		Space skips down - 3rds	3 2 1

3. 2 Distractors
2. 1 Distractor
1. 0 Distractors

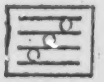
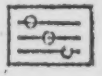
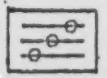
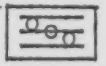
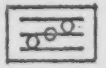
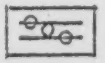
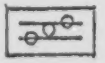
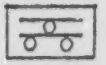
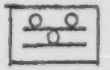
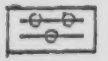
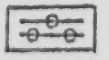
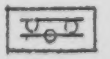
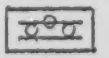
Continued on next page.

Area: Intervallic Notation - Singing

Program: A. Matches Note Patterns - Level 2, Continued. Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student matches 3-note patterns presented visually and aurally, given 2 distractors.

Phases				Steps
XXIV	Student matches		Space skips up - 3rds	3 2 1
XXIII	Student matches		Line skips down - 3rds	3 2 1
XXII	Student matches		Line skips up - 3rds	3 2 1
XXI	Student matches		Space steps down - 2nds	3 2 1
XX	Student matches		Space steps up - 2nds	3 2 1
XIX	Student matches		Line steps down - 2nds	3 2 1
XVIII	Student matches		Line steps up - 2nds	3 2 1
XVII	Student matches		space, ↗ space, ↘ space - 3rds	3 2 1
XVI	Student matches		space, ↘ space, ↗ space - 3rds	3 2 1
XV	Student matches		line, ↘ line, ↗ line - 3rds	3 2 1
XIV	Student matches		line, ↗ line, ↘ line - 3rds	3 2 1
XIII	Student matches		space, ↘ line, ↗ space - 2nds	3 2 1
XII	Student matches		space, ↗ line, ↘ space - 2nds	3 2 1

Continued on next page.

Area: Intervallic Notation - Singing

Program: A. Matches Note Patterns - Level 2, Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student matches 3-note patterns presented visually and aurally, given 2 distractors.

Phases			Steps
XI	Student matches	line, ↘ space, ↗ line - 2nds.	3 2 1
X	Student matches	line, ↗ space, ↘ line - 2nds.	3 2 1
IX	Student matches	space, space, space	3 2 1
VIII	Student matches	line, line, line	3 2 1
VII	Student matches	high, middle, low	3 2 1
VI	Student matches	low, middle, high	3 2 1
V	Student matches	middle, middle, middle	3 2 1
IV	Student matches	high, low, high	3 2 1
III	Student matches	low, high, low	3 2 1
II	Student matches	high, high, high	3 2 1
I	Student matches	low, low, low	3 2 1

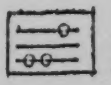
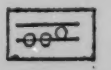
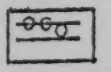
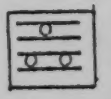
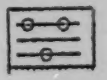
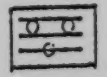
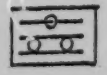
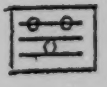
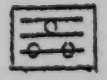
Results	Key	Comments
Acquired Skill	x = 2 correct responses	217
Yes ____ No ____	0 = 1 incorrect response	

Area: Intervallic Notation - Singing

Program: B. Finds Note Patterns - Level 2 Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student finds 3-note patterns presented visually and aurally, given 2 distractors.

Phases				Steps	
XXXVI	Student finds		line, line, ↗ line - 5ths	3 2 1	3. 2 Distractors 2. 1 Distractor 1. 0 Distractors
XXXV	Student finds		line, line, ↗ space - 2nds	3 2 1	
XXXIV	Student finds		line, line, ↘ space - 2nds	3 2 1	
XXXIII	Student finds		space, ↗ space, ↘ space - 5ths	3 2 1	
XXXII	Student finds		space, ↘ space, ↗ space - 5ths	3 2 1	
XXXI	Student finds		line, ↘ line, ↗ line - 5ths	3 2 1	
XXX	Student finds		line, ↗ line, ↘ line - 5ths	3 2 1	
XXIX	Student finds		space, ↘ line, ↗ space - 4ths	3 2 1	
XXVIII	Student finds		space, ↗ line, ↘ space - 4ths	3 2 1	
XXVII	Student finds		line, ↘ space, ↗ line - 4ths	3 2 1	
XXVI	Student finds		line, ↗ space, ↘ line - 4ths	3 2 1	
XXV	Student finds		Space skips down - 3rds	3 2 1	

Continued on next page.

Area: Intervallic Notation - Singing

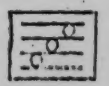
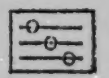
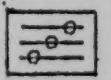
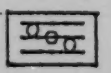
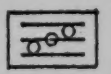
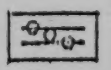
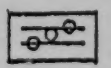
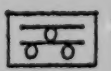
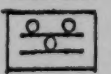
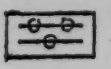
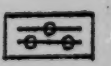
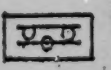
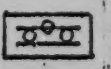
Program: B. Finds Note Patterns - Level 2, Continued

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student finds 3-note patterns presented visually and aurally, given 2 distractors.

Phases				Steps
XXIV	Student finds		Space skips up - 3rds	3 2 1
XXIII	Student finds		Line skips down - 3rds	3 2 1
XXII	Student finds		Line skips up - 3rds	3 2 1
XXI	Student finds		Space steps down - 2nds	3 2 1
XX	Student finds		Space steps up - 2nds	3 2 1
XIX	Student finds		Line steps down - 2nds	3 2 1
XVIII	Student finds		Line steps up - 2nds	3 2 1
XVII	Student finds		space, ↗ space, ↘ space - 3rds	3 2 1
XVI	Student finds		space, ↘ space, ↗ space - 3rds	3 2 1
XV	Student finds		line, ↘ line, ↗ line - 3rds	3 2 1
XIV	Student finds		line, ↗ line, ↘ line - 3rds	3 2 1
XIII	Student finds		space, ↘ line, ↗ space - 2nds	3 2 1
XII	Student finds		space, ↗ line, ↘ space - 2nds	3 2 1

Continued on next page.

Area: Intervallic Notation - Singing

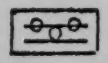
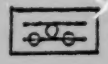
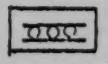
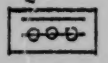
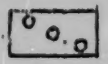
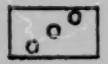
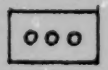
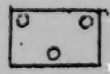
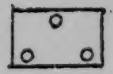
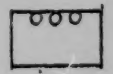
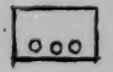
Program: I. B. Finds Note Patterns - Level 2, Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student finds 3-note patterns presented visually and aurally, given 2 distractors.

Phases				Steps
XI	Student finds		line, ↘space, ↗line - 2nds.	3 2 1
X	Student finds		line, ↗space, ↘line - 2nds.	3 2 1
IX	Student finds		space, space, space	3 2 1
VIII	Student finds		line, line, line	3 2 1
VII	Student finds		high, middle, low	3 2 1
VI	Student finds		low, middle, high	3 2 1
V	Student finds		middle, middle, middle	3 2 1
IV	Student finds		high, low, high	3 2 1
III	Student finds		low, high, low	3 2 1
II	Student finds		high, high, high	3 2 1
I	Student finds		low, low, low	3 2 1

Results	Key	Comments
Acquired Skill Yes ____ No ____	x = 2 correct responses 0 = 1 incorrect response	

Area: Intervallic Melodies

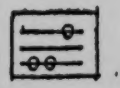
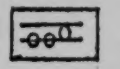
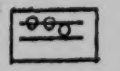
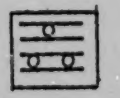
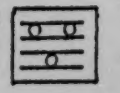
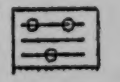
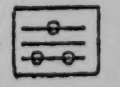
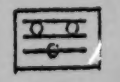
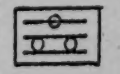
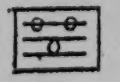
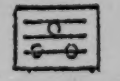
Program: A. Plays Melodic Patterns on Bells - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the bells given intervallic notation and the starting tone.

Phases		Phases	Steps	
II	Student will play a melodic pattern on the bells given intervallic notation and the starting tone.	II I	36. 	line, line, ↗ line - 5ths
I	Student will play a melodic pattern on the bells given intervallic notation, the starting tone, and model.	II I	35. 	line, line, ↗ space - 2nds
		II I	34. 	line, line, ↘ space - 2nds
		II I	33. 	space, ↗ space, ↘ space - 5ths
		II I	32. 	space, ↘ space, ↗ space - 5ths
		II I	31. 	line, ↘ line, ↗ line - 5ths
		II I	30. 	line, ↗ line, ↘ line - 5ths
		II I	29. 	space, ↘ line, ↗ space - 4ths
		II I	28. 	space, ↗ line, ↘ space - 4ths
		II I	27. 	line, ↘ space, ↗ line - 4ths
		II I	26. 	line, ↗ space, ↘ line - 4ths
		II I	25.	Space skips down - 3rds

Continued on next page.

Area: Intervallic Melodies

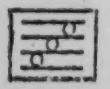
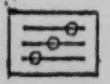
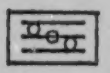
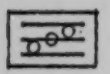
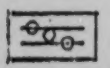
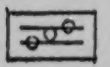
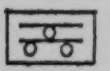
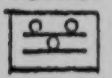
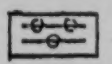
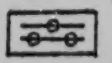
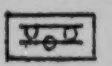
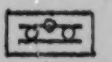
Program: A. Plays Melodic Patterns on Bells - Level 2, Continued

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the bells given intervallic notation and the starting tone.

Phases	Steps:		
II I	24.		Space skips up - 3rds.
II I	23.		Line skips down - 3rds
II I	22.		Line skips up - 3rds
II I	21.		Space steps down - 2nds
II I	20.		Space steps up - 2nds
II I	19.		Line steps down - 2nds
II I	18.		Line steps up - 2nds
II I	17.		space, ↗ space, ↘ space - 3rds
II I	16.		space, ↘ space, ↗ space - 3rds
II I	15.		line, ↘ line, ↗ line - 3rds
II I	14.		line, ↗ line, ↘ line - 3rds
II I	13.		space, ↘ line, ↗ space - 2nds
II I	12.		space, ↗ line, ↘ space - 2nds

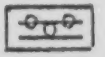
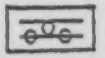
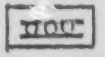
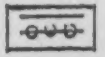
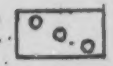
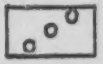
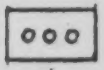
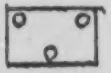
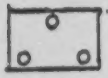
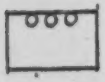
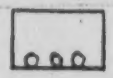
Continued on next page.

Area: Intervallic Melodies

Program: A. Plays Melodic Patterns on Bells - Level 2, Continued Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the bells given intervallic notation and the starting tone.

Phases	Steps	
II I	11. 	line, ↘ space, ↗ line - 2nds.
II I	10. 	line, ↗ space, ↘ line - 2nds.
II I	9. 	space, space, space
II I	8. 	line, line, line
II I	7. 	high, middle, low
II I	6. 	low, middle, high
II I	5. 	middle, middle, middle
II I	4. 	high, low, high
II I	3. 	low, high, low
II I	2. 	high, high, high
II I	1. 	low, low, low

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	

Results

Acquired Skill

Yes ____ No ____

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Area: Intervallic Melodies

Program: B. Plays Melodies on Bells - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a melody on the bells given intervallic notation and the starting tone.

Phases	
XIV	Student will play entire song given notation.
XIII	Student will play entire song given model and notation.
XII	Student will play fourth phrase of song given notation.
XI	Student will play fourth phrase of song given model and notation.
X	Student will play first, second and third phrases of song given notation.
IX	Student will play first, second and third phrases of song given model and notation.
VIII	Student will play third phrase of song given notation.
VII	Student will play third phrase of song given model and notation.
VI	Student will play first and second phrases of song given notation.
V	Student will play first and second phrases of song given model and notation.
IV	Student will play second phrase of song given notation.
III	Student will play second phrase of song given model and notation.
II	Student will play first phrase of song given notation.
I	Student will play first phrase of song given model and notation.

Steps	Phases
1. Frog Song	XIV XIII XII XI X XI VII VII VI V IV III II I
2. Hot Cross Buns	XIV XIII XII XI X XI VII VII VI V IV III II I
3. Elephant Song	XIV XIII XII XI X XI VII VII VI V IV III II I

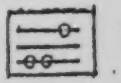
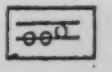
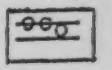
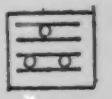
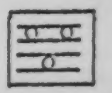
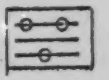
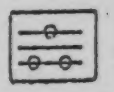
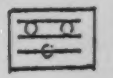
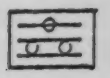
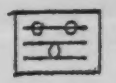
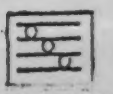
Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No ____	

Area: Intervallic Melodies

Program: C. Plays Melodic Patterns on Keyboard - Level 2 Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the keyboard given intervallic notation and the starting tone.

Phases		Phases	Steps:		
II	Student will play a melodic pattern on the keyboard given intervallic notation and the starting tone.	II I	36.		line, line, ↗line - 5ths
		II I	35.		line, line, ↗space - 2nds
I	Student will play a melodic pattern on the keyboard given intervallic notation, the starting tone, and model.	II I	34.		line, line, ↘space - 2nds
		II I	33.		space, ↗space, ↘space - 5ths
		II I	32.		space, ↘space, ↗space - 5ths
		II I	31.		line, ↘line, ↗line - 5ths
		II I	30.		line, ↗line, ↘line - 5ths
		II I	29.		space, ↘line, ↗space - 4ths
		II I	28.		space, ↗line, ↘space - 4ths
		II I	27.		line, ↘space, ↗line - 4ths
		II I	26.		line, ↗space, ↘line - 4ths
		II I	25.		Space skips down - 3rds

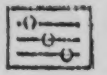
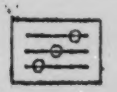
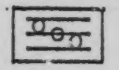
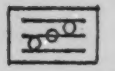
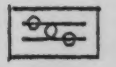
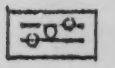
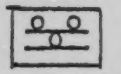
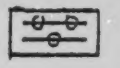
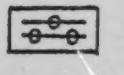
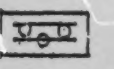
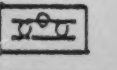
Continued on next page.

Area: Intervallic Melodies

Program: C. Plays Melodic Patterns on Keyboard - Level 2, Continued Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the keyboard given intervallic notation and the starting tone.

Phases	Steps		
II I	24.		Space skips up - 3rds
II I	23.		Line skips down - 3rds
II I	22.		Line skips up - 3rds
II I	21.		Space steps down - 2nds
II I	20.		Space steps up - 2nds
II I	19.		Line steps down - 2nds
II I	18.		Line steps up - 2nds
II I	17.		space, ↗ space, ↘ space - 3rds
II I	16.		space, ↘ space, ↗ space - 3rds
II I	15.		line, ↘ line, ↗ line - 3rds
II I	14.		line, ↗ line, ↘ line - 3rds
II I	13.		space, ↘ line, ↗ space - 2nds
II I	12.		space, ↗ line, ↘ space - 2nds

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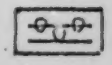
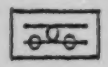
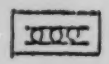
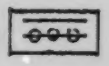
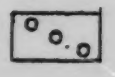
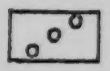
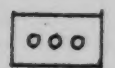
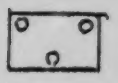
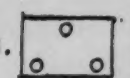
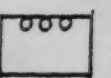
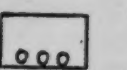
Area: Intervallic Melodies

Program: C.1 Plays Melodic Patterns on Keyboard - Level 2, Continued. Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the keyboard given intervallic notation and the starting tone.

Phases	Steps	
II I	11. 	line, ↘space, ↗line - 2nds
II I	10. 	line, ↗space, ↘line - 2nds.
II I	9. 	space, space, space
II I	8. 	line, line, line
II I	7. 	high, middle, low
II I	6. 	low, middle, high
II I	5. 	middle, middle, middle
II I	4. 	high, low, high
II I	3. 	low, high, low
II I	2. 	high, high, high
II I	1. 	low, low, low

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes 236 No ____	

Area: Intervallic Melodies

Program: D. Plays Melodies on Keyboard - Level 2 Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melody on the keyboard given intervallic notation, starting tone, and starting fingering.

Phases	
XIV	Student will play entire song given notation.
XIII	Student will play entire song given model and notation.
XII	Student will play fourth phrase of song given notation.
XI	Student will play fourth phrase of song given model and notation.
X	Student will play first, second and third phrases of song given notation.
IX	Student will play first, second and third phrases of song given model and notation.
VIII	Student will play third phrase of song given notation.
VII	Student will play third phrase of song given model and notation.
VI	Student will play first and second phrases of song given notation.
V	Student will play first and second phrases of song given model and notation.
IV	Student will play second phrase of song given notation.
III	Student will play second phrase of song given model and notation.
II	Student will play first phrase of song given notation.
I	Student will play first phrase of song given model and notation.

Steps	Phases						
1. Frog Song	XIV VII	XIII VI	XII V	XI IV	X III	IV II	VII I
2. Hot Cross Buns	XIV VII	XIII VI	XII V	XI IV	X III	IV II	VII I
3. Elephant Song	XIV VII	XIII VI	XII V	XI VI	X III	IV II	VII I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes ____ No ____	

Area: Intervallic Melodies

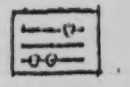
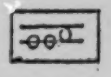
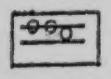
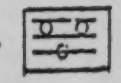
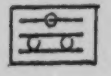
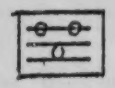
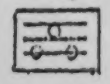
Program: E. Plays Melodic Patterns on Song Flute - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the song flute given intervallic notation and the starting tone.

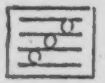
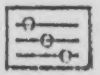
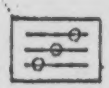
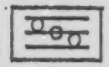
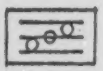
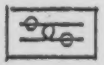
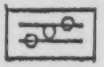
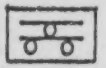
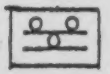
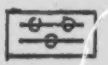
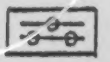
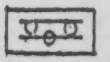
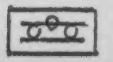
Phases		Phases	Steps:	
II	Student will play a melodic pattern on the song flute given intervallic notation and the starting tone.	II I	36. 	line, line, ↗line - 5ths
		II I	35. 	line, line, ↗space - 2nds
I	Student will play a melodic pattern on the song flute given intervallic notation, the starting tone, and model.	II I	34. 	line, line, ↘space - 2nds
		II I	33.	space, ↗space, ↘space - 5ths
		II I	32.	space, ↘space, ↗space - 5ths
		II I	31.	line, ↘line, ↗line - 5ths
		II I	30.	line, ↗line, ↘line - 5ths
		II I	29. 	space, ↘line, ↗space - 4ths
		II I	28. 	space, ↗line, ↘space - 4ths
	Continued on next page.	II I	27. 	line, ↘space, ↗line - 4ths
		II I	26. 	line, ↗space, ↘line - 4ths
		II I	25.	Space skips down - 3rds

Area: Intervallic Melodies

Program: E. Plays Melodic Patterns on Song Flute - Level 2, Continued Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the song flute given intervallic notation the starting tone.

Phases	Steps		
II I	24.		Space skips up - 3rds
II I	23.		Line skips down - 3rds
II I	22.		Line skips up - 3rds
II I	21.		Space steps down - 2nds
II I	20.		Space steps up - 2nds
II I	19.		Line steps down - 2nds
II I	18.		Line steps up - 2nds
II I	17.		space, ↗space, ↘space - 3rds
II I	16.		space, ↘space, ↗space - 3rds
II I	15.		line, ↘line, ↗line - 3rds
II I	14.		line, ↗line, ↘line - 3rds
II I	13.		space, ↘line, ↗space - 2nds
II I	12.		space, ↗line, ↘space - 2nds

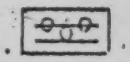
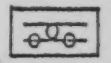
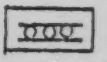
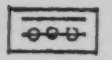
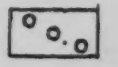
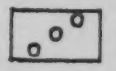
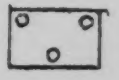
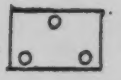
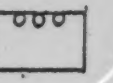
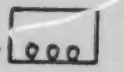
Continued on next page.

Area: Intervallic Melodies

Program: E. Plays Melodic Patterns on Song Flute - Level 2, Continued. Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melodic pattern on the song flute given intervallic notation starting tone.

Phases	Steps	
II I	11. 	line, ↘ space, ↗ line - 2nds
II I	10. 	line, ↗ space, ↘ line - 2nds.
II I	9. 	space, space, space
II I	8. 	line, line, line
II I	7. 	high, middle, low
II I	6. 	low, middle, high
II I	5.	middle, middle, middle
II I	4. 	high, low, high
II I	3. 	low, high, low
II I	2. 	high, high, high
II I	1. 	low, low, low

Key	Comments
x = 2 correct responses 0 = 1 Incorrect response	
Results	
Acquired Skill Yes 244 ____ No ____	

Area: Intervallic Melodies

Program: F. Plays Melodies on Song Flute - Level 2 Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a melody on the song flute given intervallic notation, starting tone and starting fingering.

Phases	
XIV	Student will play entire song given notation.
XIII	Student will play entire song given model and notation.
XII	Student will play fourth phrase of song given notation.
XI	Student will play fourth phrase of song given model and notation.
X	Student will play first, second and third phrases of song given notation.
IX	Student will play first, second and third phrases of song given model and notation.
VIII	Student will play third phrase of song given notation.
VII	Student will play third phrase of song given model and notation.
VI	Student will play first and second phrases of song given notation.
V	Student will play first and second phrases of song given model and notation.
IV	Student will play second phrase of song given notation.
III	Student will play second phrase of song given model and notation.
II	Student will play first phrase of song given notation.
I	Student will play first phrase of song given model and notation.

Steps

1. Frog Song - key of G

XIV	XIII	XII	XI	X	IV	VIII
VII	VI	V	IV	III	II	I

2. Hot Cross Buns - key of G

XIV	XIII	XII	XI	X	IV	VIII
VII	VI	V	IV	III	II	I

3. Elephant Song - key of G

XIV	XIII	XII	XI	X	IV	VIII
VII	VI	V	IV	III	II	I

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill	
Yes ____ No ____	

Area: Notated Harmonic Patterns

Program: A. Plays Harmonic Patterns on Autoharp - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on an autoharp.

Phases

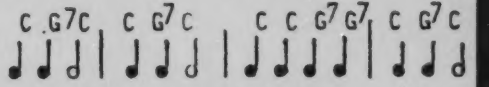
XIV	Student will play entire song given notation.
XIII	Student will play entire song given model and notation.
XII	Student will play fourth phrase of song given notation.
XI	Student will play fourth phrase of song given model and notation.
X	Student will play first, second and third phrases of song given notation.
IX	Student will play first, second and third phrases of song given model and notation.
VIII	Student will play third phrase of song given notation.
VII	Student will play third phrase of song given model and notation.
VI	Student will play first and second phrases of song given notation.
V	Student will play first and second phrases of song given model and notation.
IV	Student will play second phrase of song given notation.
III	Student will play second phrase of song given model and notation.

Steps

1. Frog Song

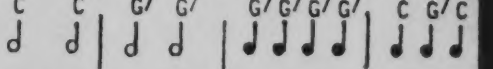
XIV XIII XII XI X IX VIII
VII VI V IV III II I

2. Hot Cross Buns



XIV XIII XII XI X IX VIII
VII VI V IV III II I

3. Elephant Song



XIV XIII XII XI X IX VIII
VII VI V IV III II I

Area: Notated Harmonic Patterns

Program: A. Plays Harmonic Patterns on Autoharp - Level 2, Continued

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on an autoharp.

Phases

II Student will play first phrase of song given notation.

I Student will play first phrase of song given model and notation.

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes 250 No ____	

Area: Notated Harmonic Patterns

Program: B. Plays Harmonic Patterns on Ukulele - Level 2 Student's Name: _____

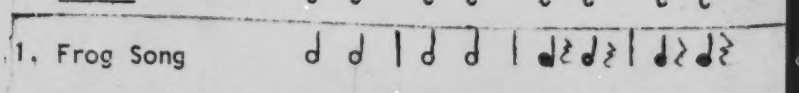
Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on a ukulele.

Phases	
XIV	Student will play entire song given notation.
XIII	Student will play entire song given model and notation.
XII	Student will play fourth phrase of song given notation.
XI	Student will play fourth phrase of song given model and notation.
X	Student will play first, second and third phrases of song given notation.
IX	Student will play first, second and third phrases of song given model and notation.
VIII	Student will play third phrase of song given notation.
VII	Student will play third phrase of song given model and notation.
VI	Student will play first and second phrases of song given notation.
V	Student will play first and second phrases of song given model and notation.
IV	Student will play second phrase of song given notation.
III	Student will play second phrase of song given model and notation.

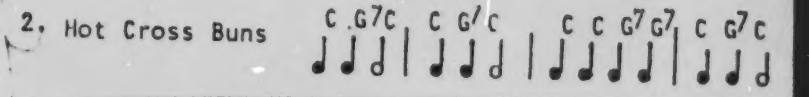
Steps

1. Frog Song



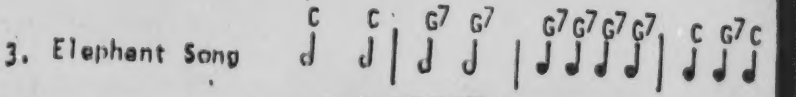
XIV XIII XII XI X IX VIII
VII VI V IV III II I

2. Hot Cross Buns



XIV XIII XII XI X IX VIII
VII VI V IV III II I

3. Elephant Song



XIV XIII XII XI X IX VIII
VII VI V IV III II I

Area: Notated Harmonic Patterns

Program: B. Plays Harmonic Patterns on Ukulele - Level 2, Continued.

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on a ukulele.

Phases

II Student will play first phrase of song given notation.

I Student will play first phrase of song given model and notation.

Key	Comments
x = 2 correct responses	
0 = 1 incorrect response	
Results	
Acquired Skill	
Yes____ No____	

Area: Notated Harmonic Patterns

Program: C. Plays Harmonic Patterns on Guitar - Level 2

Student's Name: _____

Baseline Date: _____

Observer's Name: _____

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on a guitar.

Phases	
XIV	Student will play entire song given notation.
XIII	Student will play entire song given model and notation.
XII	Student will play fourth phrase of song given notation.
XI	Student will play fourth phrase of song given model and notation.
X	Student will play first, second and third phrases of song given notation.
IX	Student will play first, second and third phrases of song given model and notation.
VIII	Student will play third phrase of song given notation.
VII	Student will play third phrase of song given model and notation.
VI	Student will play first and second phrases of song given notation.
V	Student will play first and second phrases of song given model and notation.
IV	Student will play second phrase of song given notation.
III	Student will play second phrase of song given model and notation.

Steps	C C	C C	C C	C C
1. Frog Song	𝅗𝅥 𝅗𝅥	𝅗𝅥 𝅗𝅥	𝅗𝅥𝄽 𝅗𝅥𝄽	𝅗𝅥𝄽 𝅗𝅥𝄽
	XIV XIII XII XI X IX VIII			
	VII VI V IV III II I			

	C G7 C	C G7 C	C C G7 G7	C G7 C
2. Hot Cross Buns	♩ ♩ 𝅗𝅥	♩ ♩ ♩	♩ ♩ ♩ ♩	♩ ♩ ♩
	XIV XIII XII XI X IX VIII			
	VII VI V IV III II I			

	C C	G7 G7	G7 G7 G7 G7	C G7 C
3. Elephant Song	𝅗𝅥 𝅗𝅥	𝅗𝅥 𝅗𝅥	♩ ♩ ♩ ♩	♩ ♩ ♩
	XIV XIII XII XI X IX VIII			
	VII VI V IV III II I			

Area: Notated Harmonic Patterns

Program: C. Plays Harmonic Patterns on Guitar - Level 2, Continued. Student's Name: _____

Baseline Date: _____ Observer's Name: _____

Terminal Objective: Student plays a rhythmically notated harmonic accompaniment to a song, given the notation, on a guitar.

Phases

II	Student will play first phrase of song given notation.
I	Student will play first phrase of song given model and notation.

Key	Comments
x = 2 correct responses 0 = 1 incorrect response	
Results	
Acquired Skill Yes 258 No	

APPENDIX C

Music Questionnaire

EC 162880

MUSIC QUESTIONNAIRE

A. Student identification information.

1. Student's name: _____

2. Date this form completed: _____

3. Student is enrolled in which class at Teaching Research?
   ☐ Preschool ☐ Elementary ☐ Secondary

4. Name of person completing this form? _____

5. Relationship to student? ☐ parent ☐ foster parent
   ☐ group home staff ☐ institution staff ☐ other _____

B. General information regarding music in the home/living setting.

Note: In this section the word "adult" refers to parents, foster parents, group home staff, institution staff or other guardians in the home/living setting who supervise the student.

1. Adults' background in music? ☐ none ☐ loves to listen
   ☐ self-taught ☐ formal lessons ☐ other _____

2. Instruments played by adult(s)? ☐ piano or organ ☐ guitar or other string instrument
   ☐ horn or other wind instrument ☐ drums
   ☐ other _____

3. Type of music preferred by adult(s)? ☐ jazz ☐ country and western
   ☐ rock ☐ easy listening ☐ classical ☐ religious
   ☐ other _____

4. Which of the following are in the home/living setting?
   ☐ radio ☐ record player ☐ tape player ☐ T.V.

5. What musical instruments are in the home/living setting? ☐ piano or organ
   ☐ guitar or other string instruments ☐ horn or other string instruments
   ☐ drums ☐ other _____

(Please answer items #6, #7, and #8 by marking the column which best describes how often the activity occurs.)

	1 Very Often	2 Often	3 Sometimes	4 Seldom	5 Never
6. Adult(s) encourages the student to be aware of sounds around him/her. 6					
7. Adult(s) sings with the student. 7					
8. Adult(s) encourages student to listen to the radio, records, tapes. 8					

C. Specific music information about the student.

(Please answer items #1-#16 by marking how often the student does each of the activities.)

	Independently					Only With Adult Suggestion
	Very Often	Often	Sometimes	Seldom	Never	
1. Physically responds to music by: clapping						
swaying						
bouncing						
tapping						
dancing						
other _____						
2. Plays rhythm instruments (for example; drum, tamborine, cymbols, etc. May include homemade instrument). List below:						
_____						
_____						
_____						
_____						
_____						

	Independently					Only With Adults Suggestion
	Very Often	Often	Sometimes	Seldom	Never	
3. Reacts differently to varying tempos (speeds of music).						
4. Imitates short segments of a familiar song by tapping or clapping.						
5. Imitates a sound he/she is exposed to in the environment (machine sounds, bird sounds, sirens, etc.)						
6. Imitates short segments of a familiar song by humming or singing.						
7. Sings or hums (circle which) entire simple songs. (approximately four phrases).						
8. Plays "at" piano or organ.						
9. Plays "at" song flute.						
10. Plays "at" autoharp, guitar, or ukelele.						
11. Attends to music on the radio.						
12. Attends to music on tapes or records.						
13. Names different instruments he/she sees.						
14. Names different instruments he/she hears.						
15. Looks at printed music in a book.						
16. Writes or draws symbols which look like music notes.						

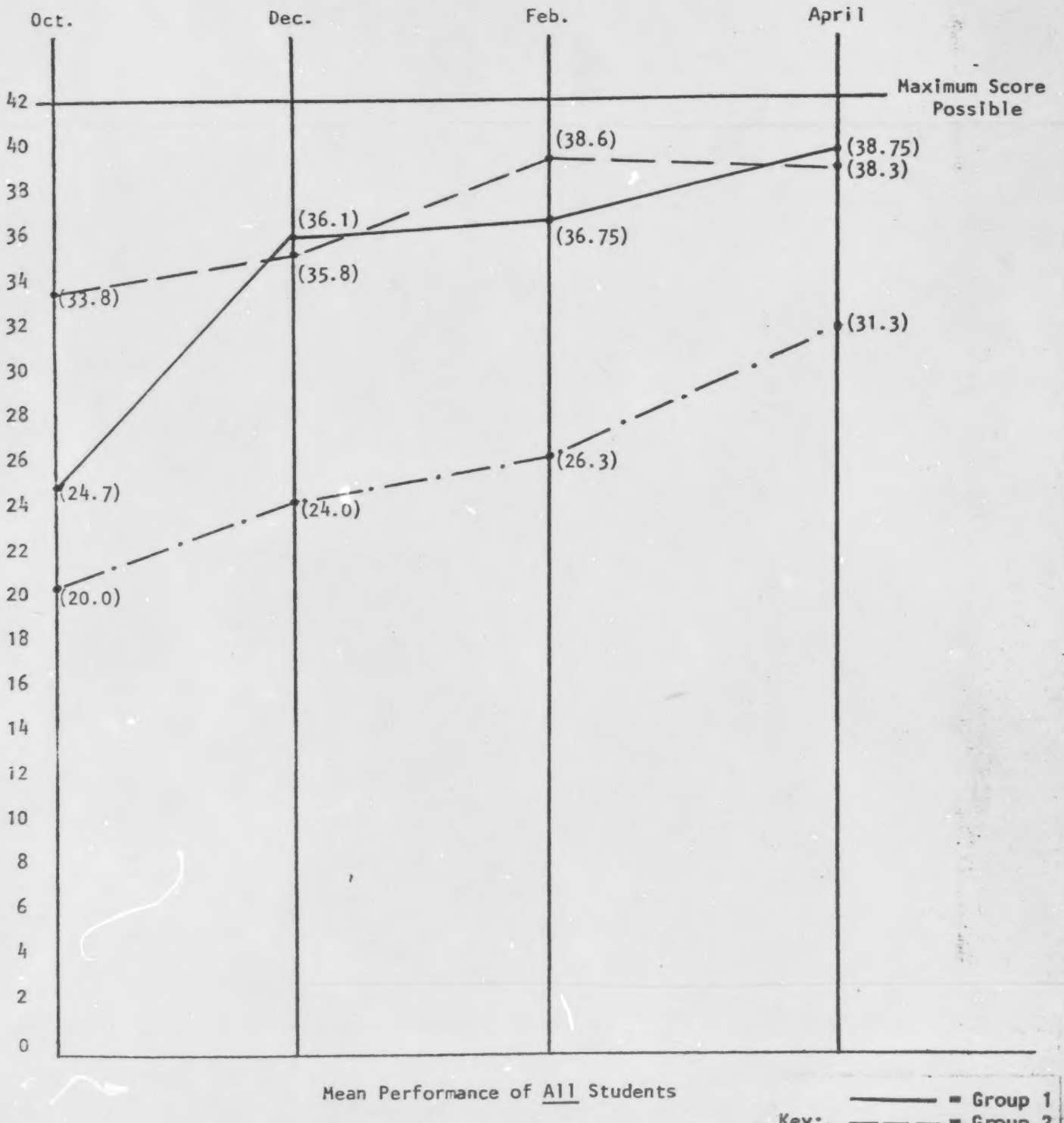
Other comments regarding student's interest in music:

APPENDIX D

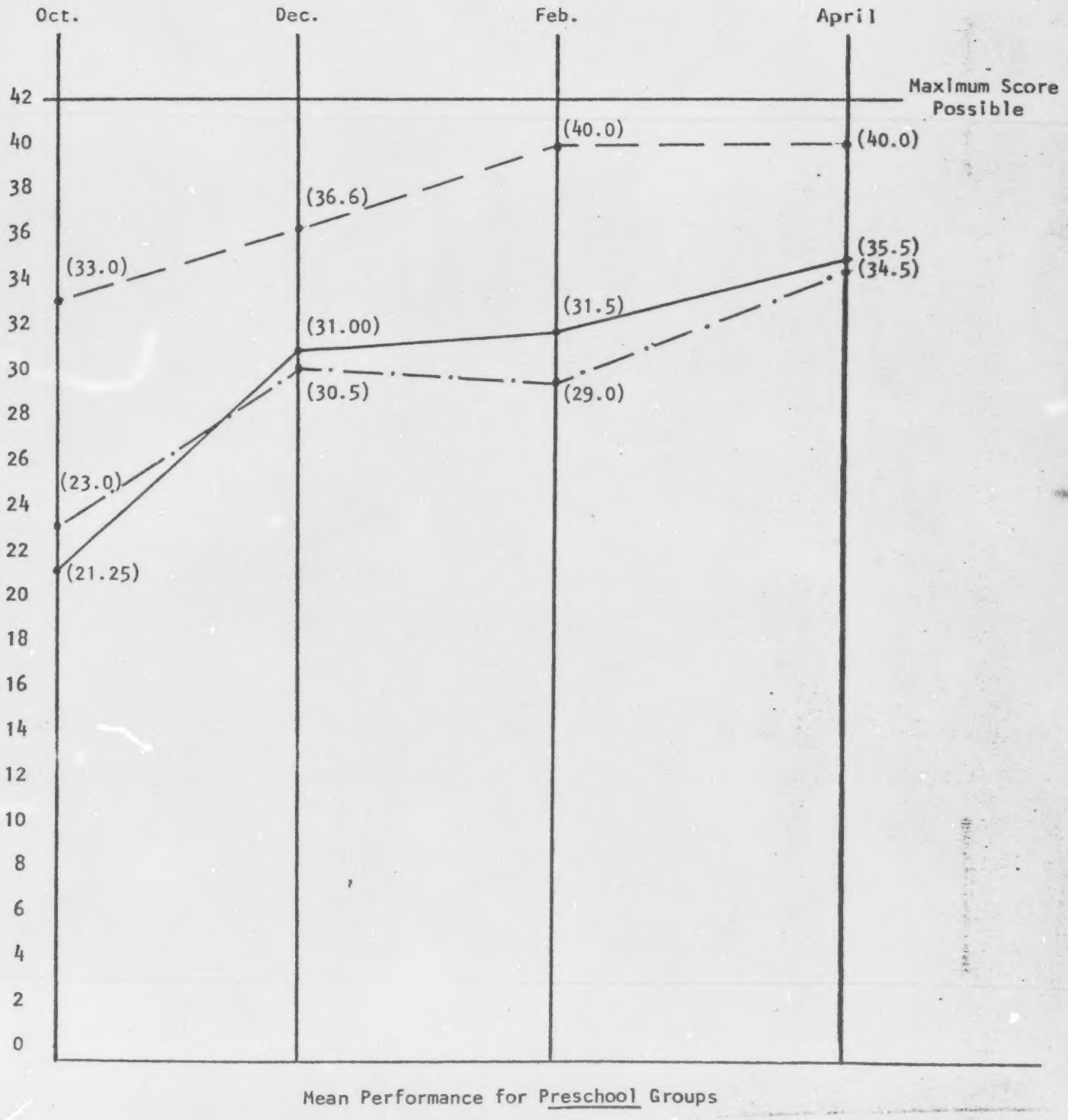
Multiple Baseline Plots for Each
Subset of the Curriculum

EC162888

Rhythm A


Oct.
Dec.
Feb.
April
Maximum Score Possible
42
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
(38.6)
(38.75)
(38.3)
(36.1)
(36.75)
(35.8)
(33.8)
(31.3)
(24.7)
(26.3)
(24.0)
(20.0)
Mean Performance of All Students
Key: ——— = Group 1
— — — = Group 2
·—·—·— = Group 3

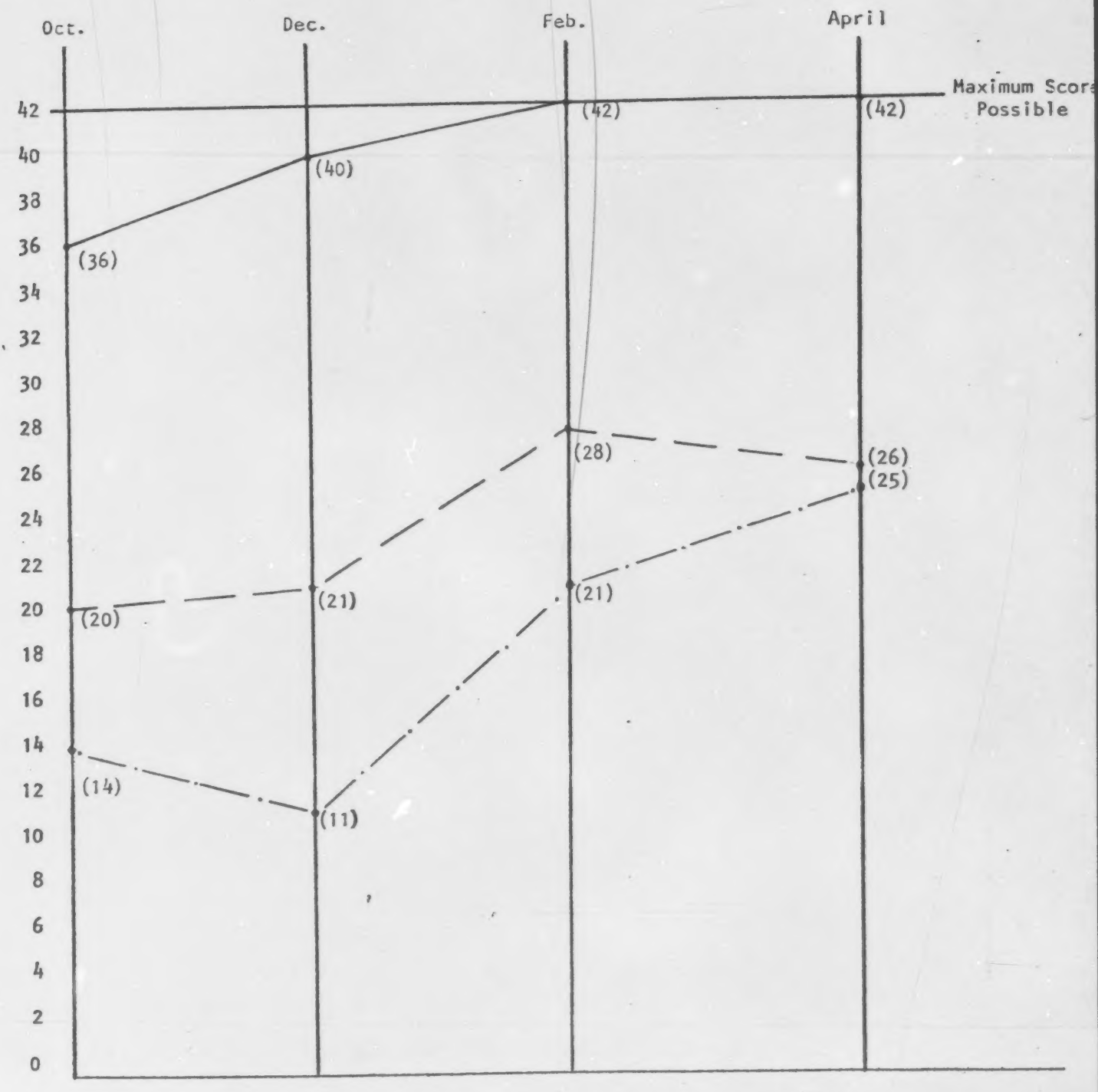
Rhythm A



Mean Performance for Preschool Groups

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

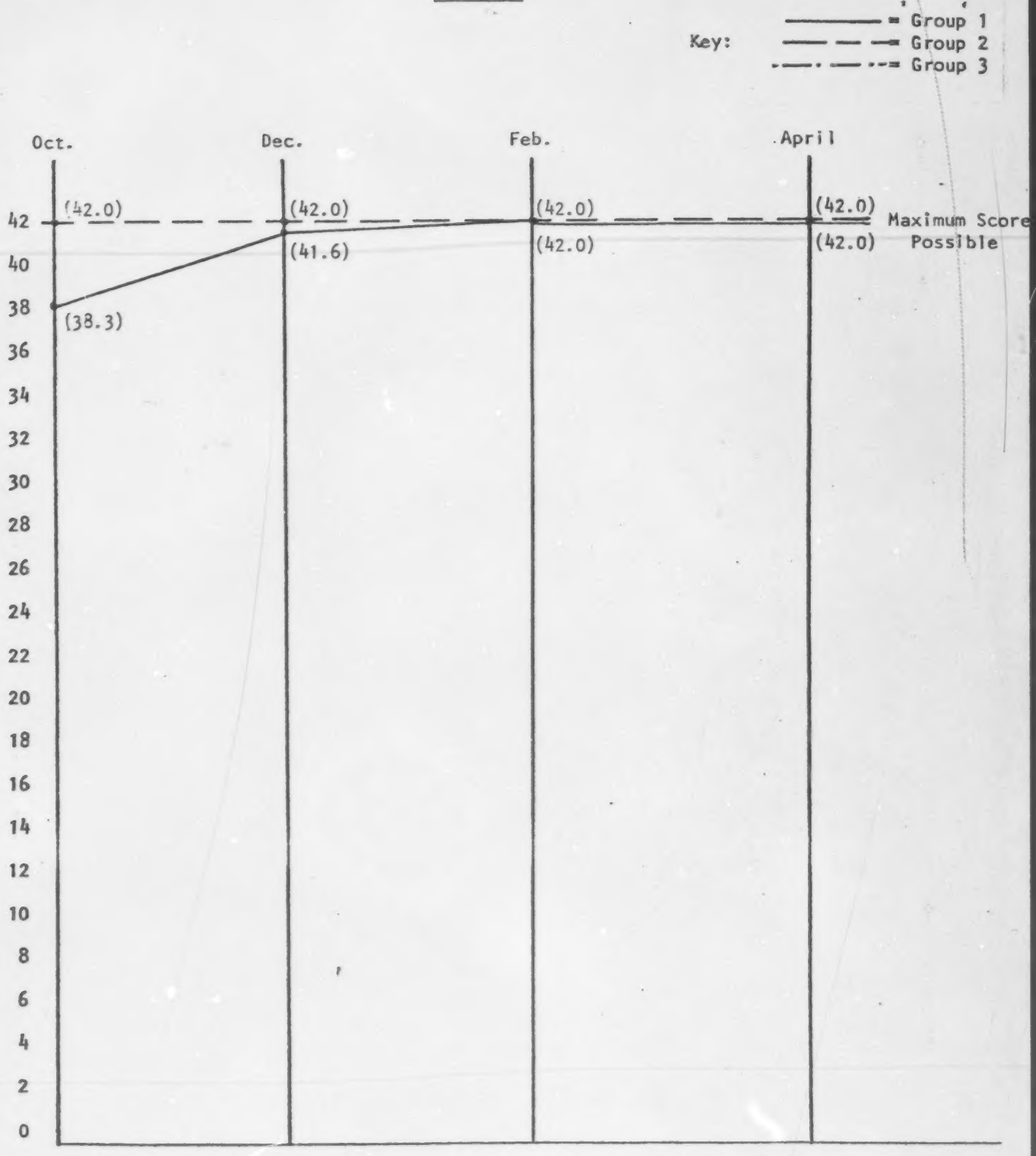
Rhythm A



Mean Performance of Elementary Groups (All Students)

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

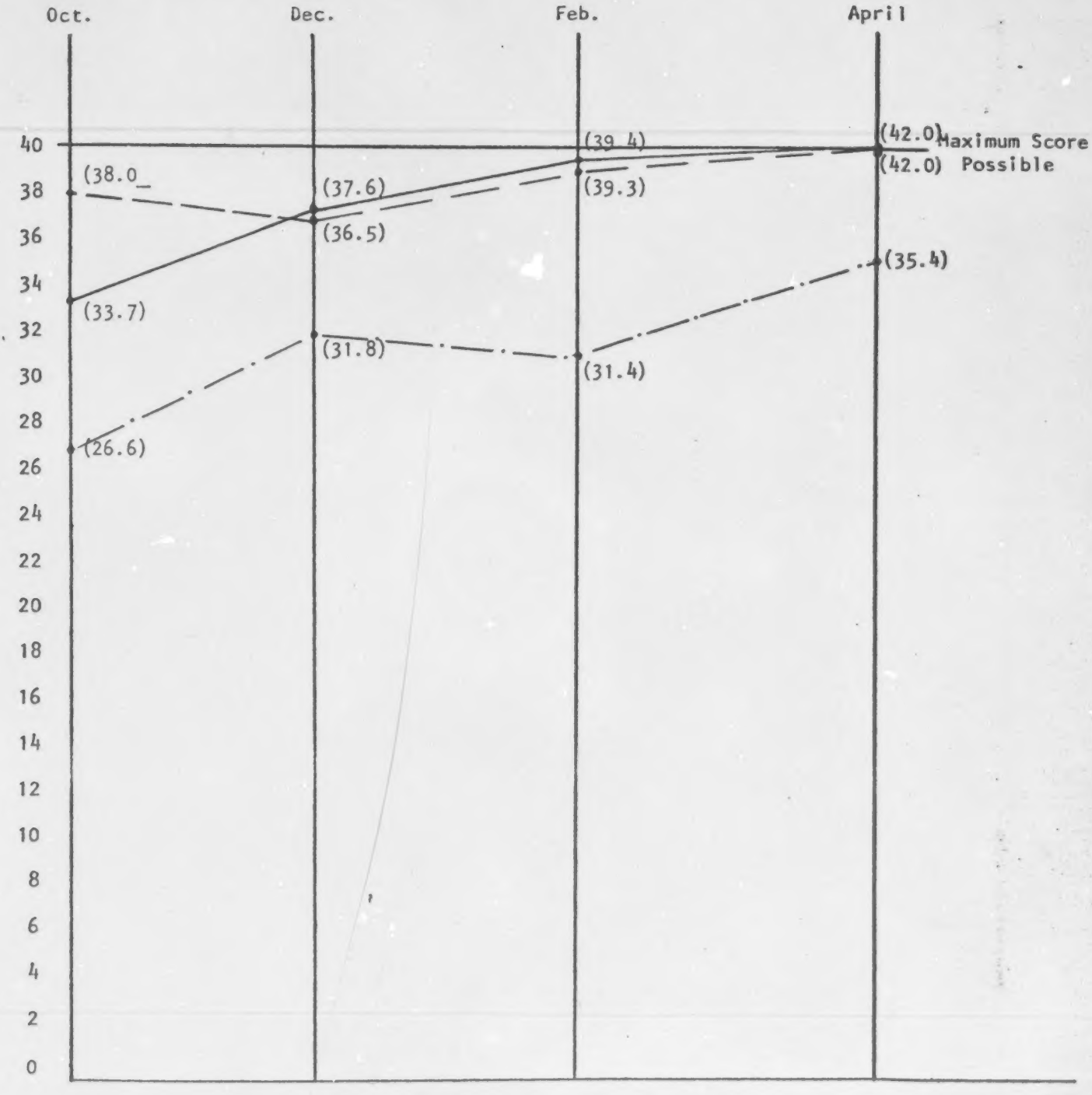
Rhythm A



Group 3 Not Tested
Group 2 Achieved Maximum Score for All Testing

Mean Performance for Secondary Groups (All Students)

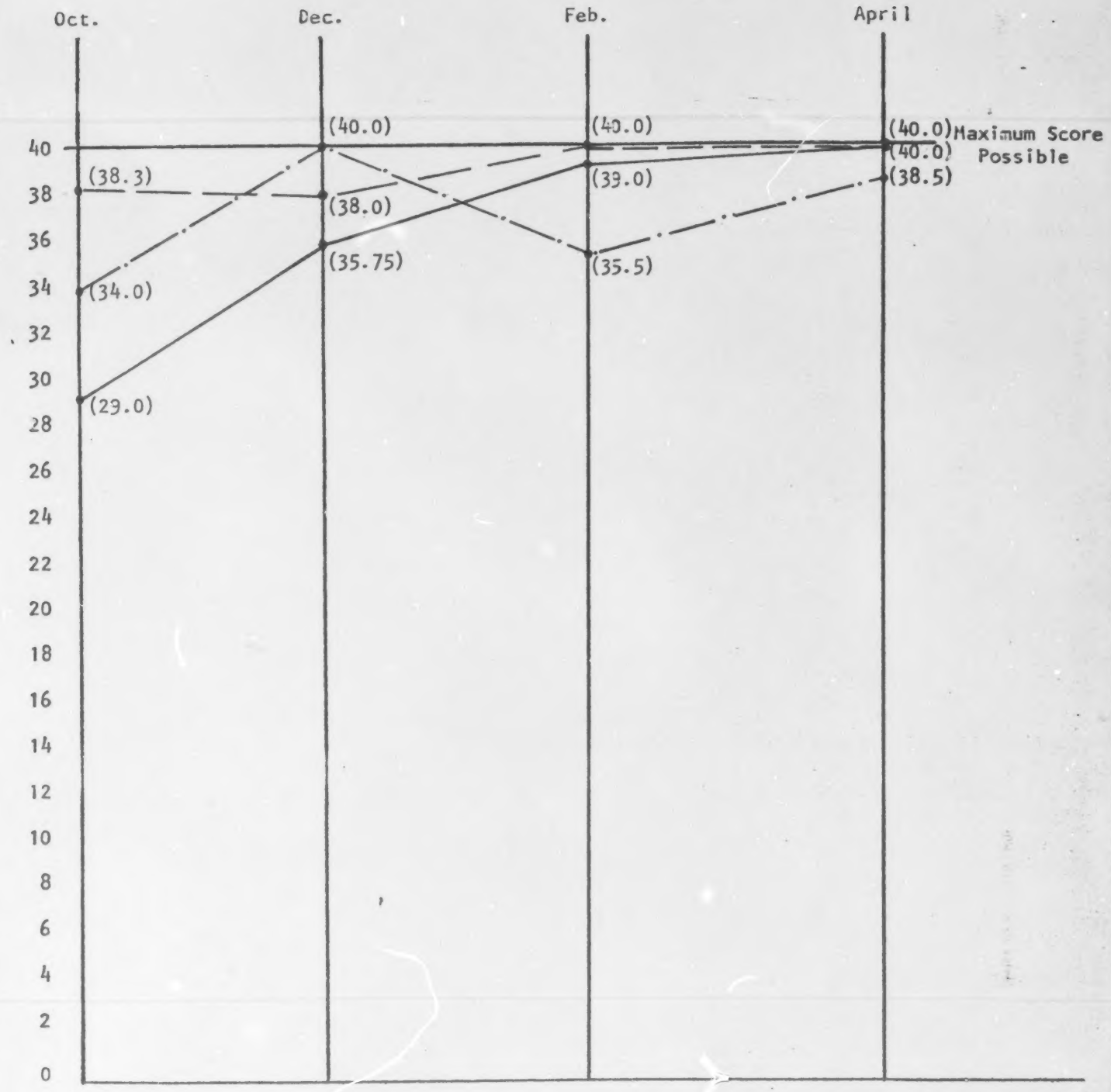
Rhythm B



Mean Performance of All Students

Key: ——— = Group 1
— — — = Group 2
•—•—• = Group 3

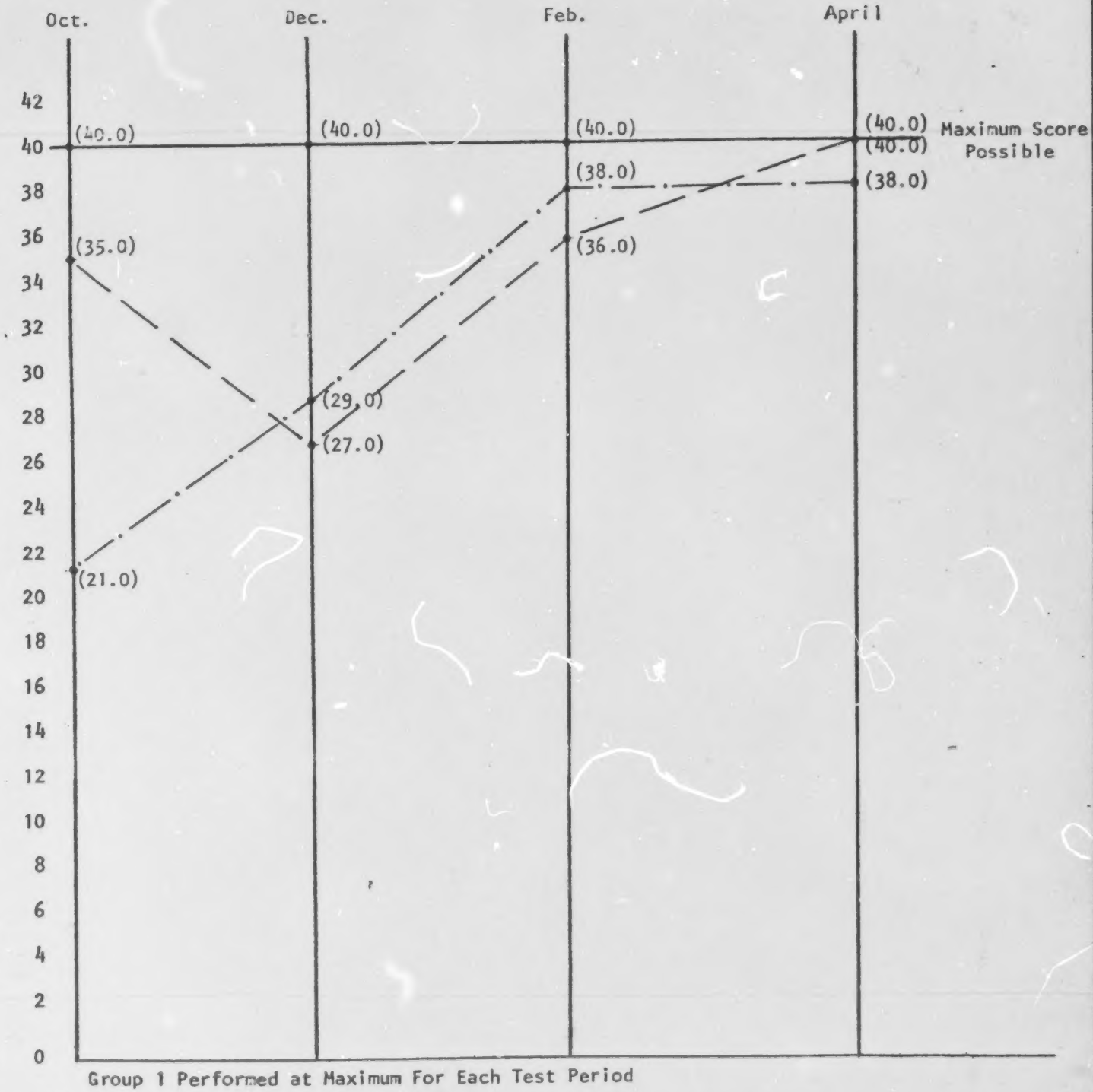
Rhythm B



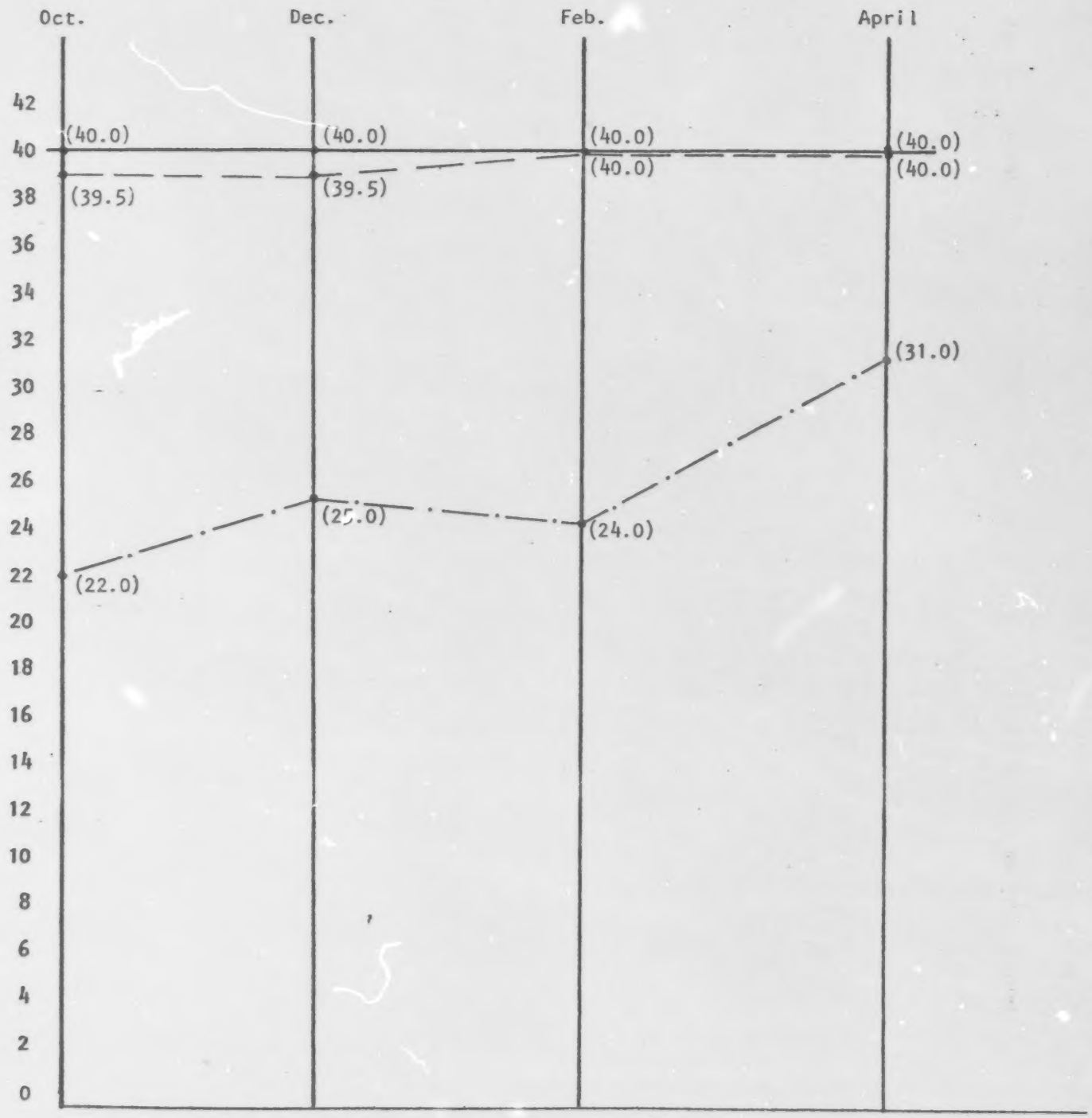
Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Rhythm B


Oct.
Dec.
Feb.
April
42
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
(40.0)
(40.0)
(40.0)
(40.0)
(40.0)
Maximum Score Possible
(38.0)
(38.0)
(35.0)
(36.0)
(29.0)
(27.0)
(21.0)
Group 1 Performed at Maximum For Each Test Period
Mean Performance of Elementary Students
Key:
Group 1
Group 2
Group 3

Rhythm B

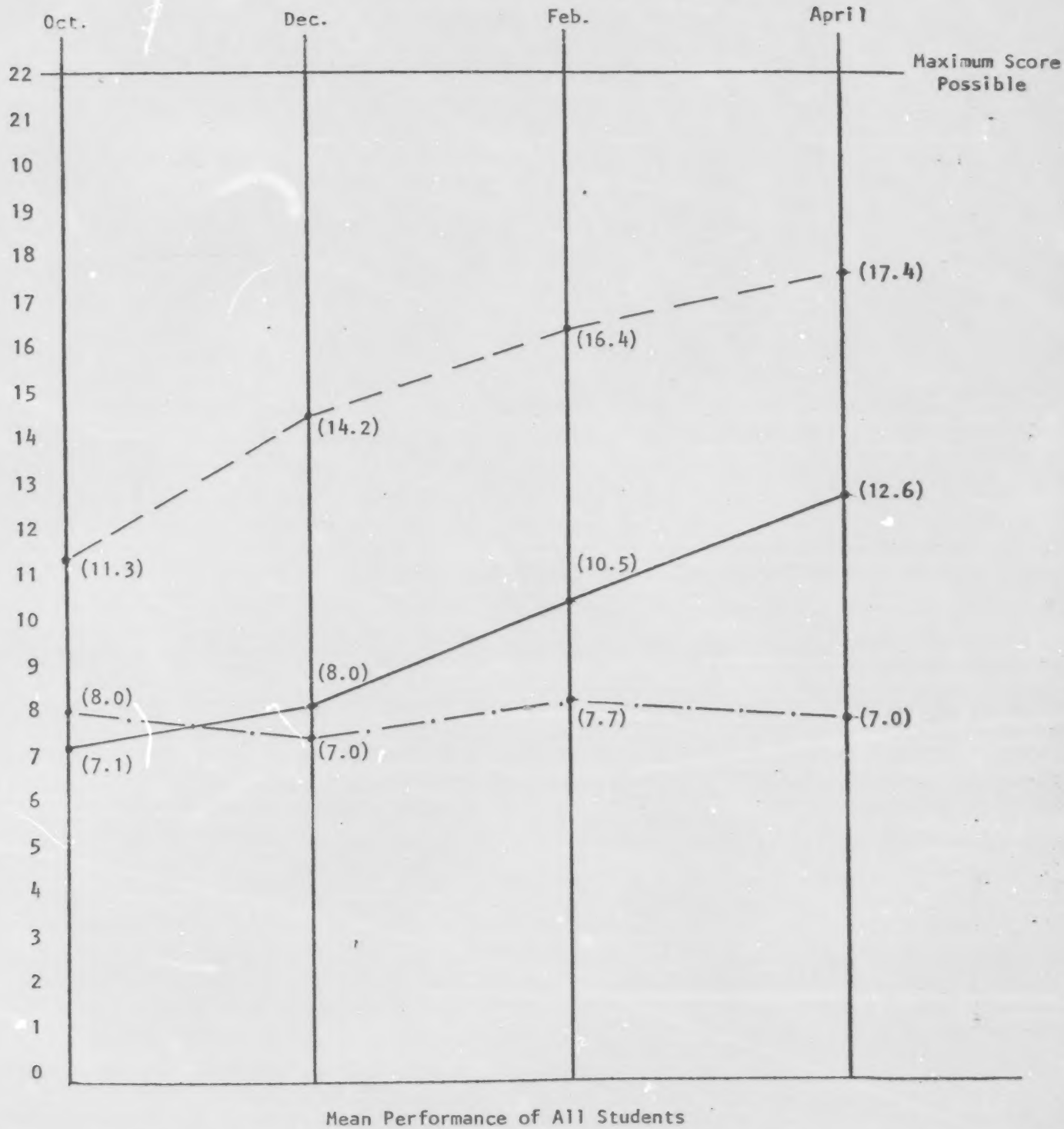


Group 1 Performed at Maximum for Each Test Period
Group 2 Performed at Maximum for Feb. and April Tests.

Mean Peformance of Secondary Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

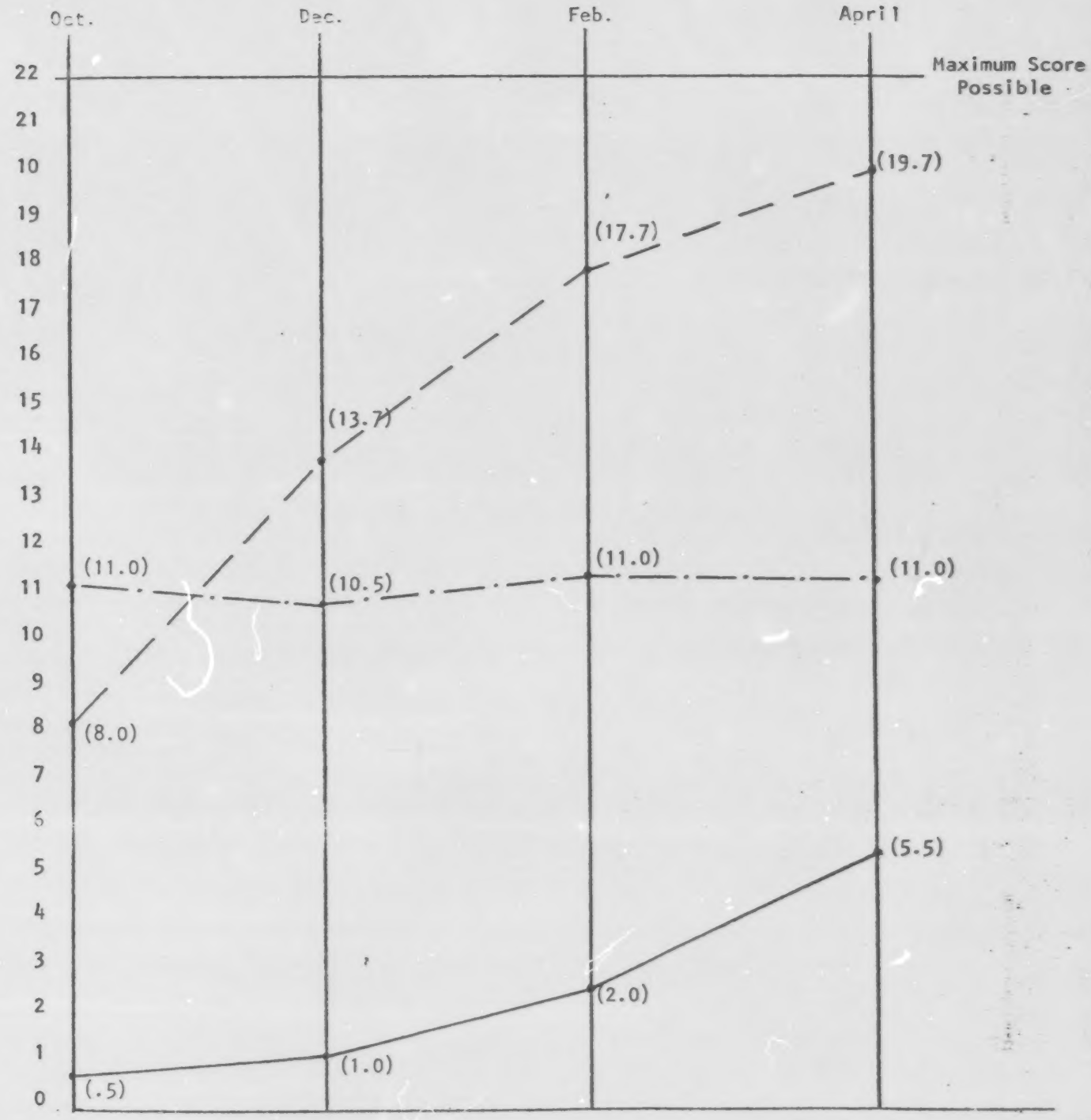
Rhythm C



Mean Performance of All Students

Key: ——— = Group 1
— — — = Group 2
·——·—· = Group 3

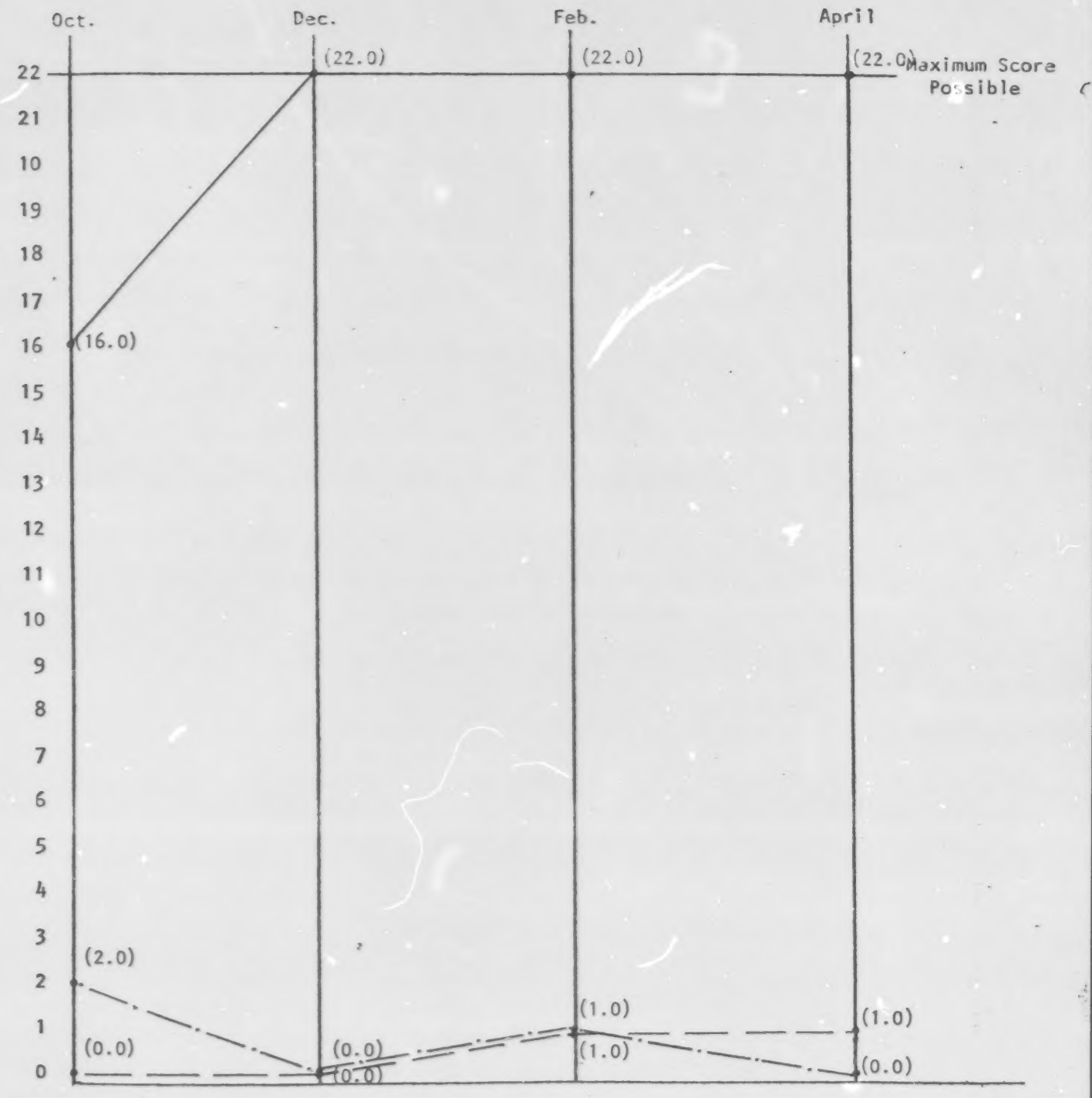
Rhythm C



Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
·—·—·— = Group 3

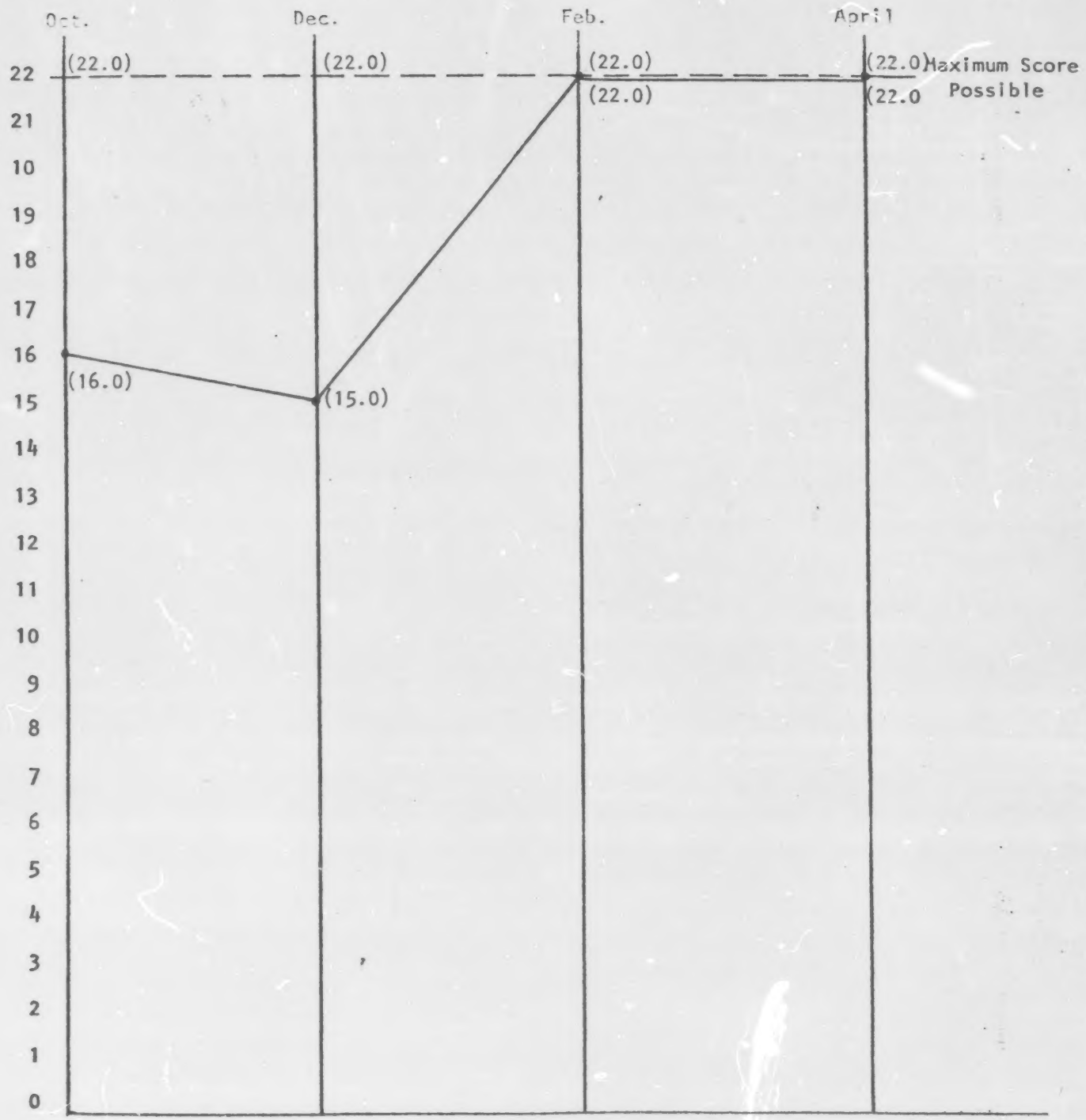
Rhythm C



Mean Performance of Elementary Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Rhythm C

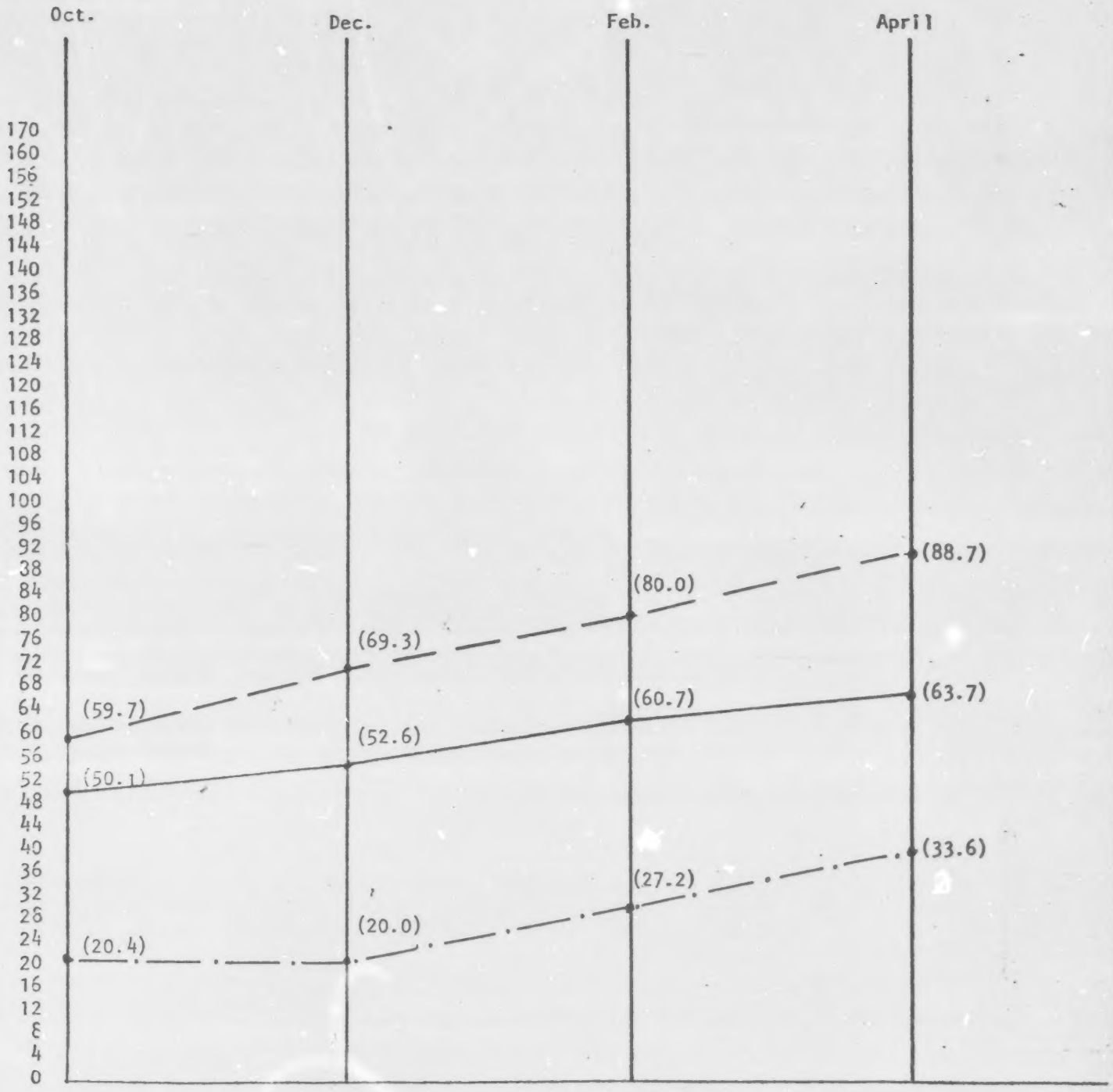


Group 1 Scored Maximum During Feb. and April Tests
Group 2 Scored Maximum at all Test Periods
Group 3 Not Tested

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Mean Performance of Secondary Students

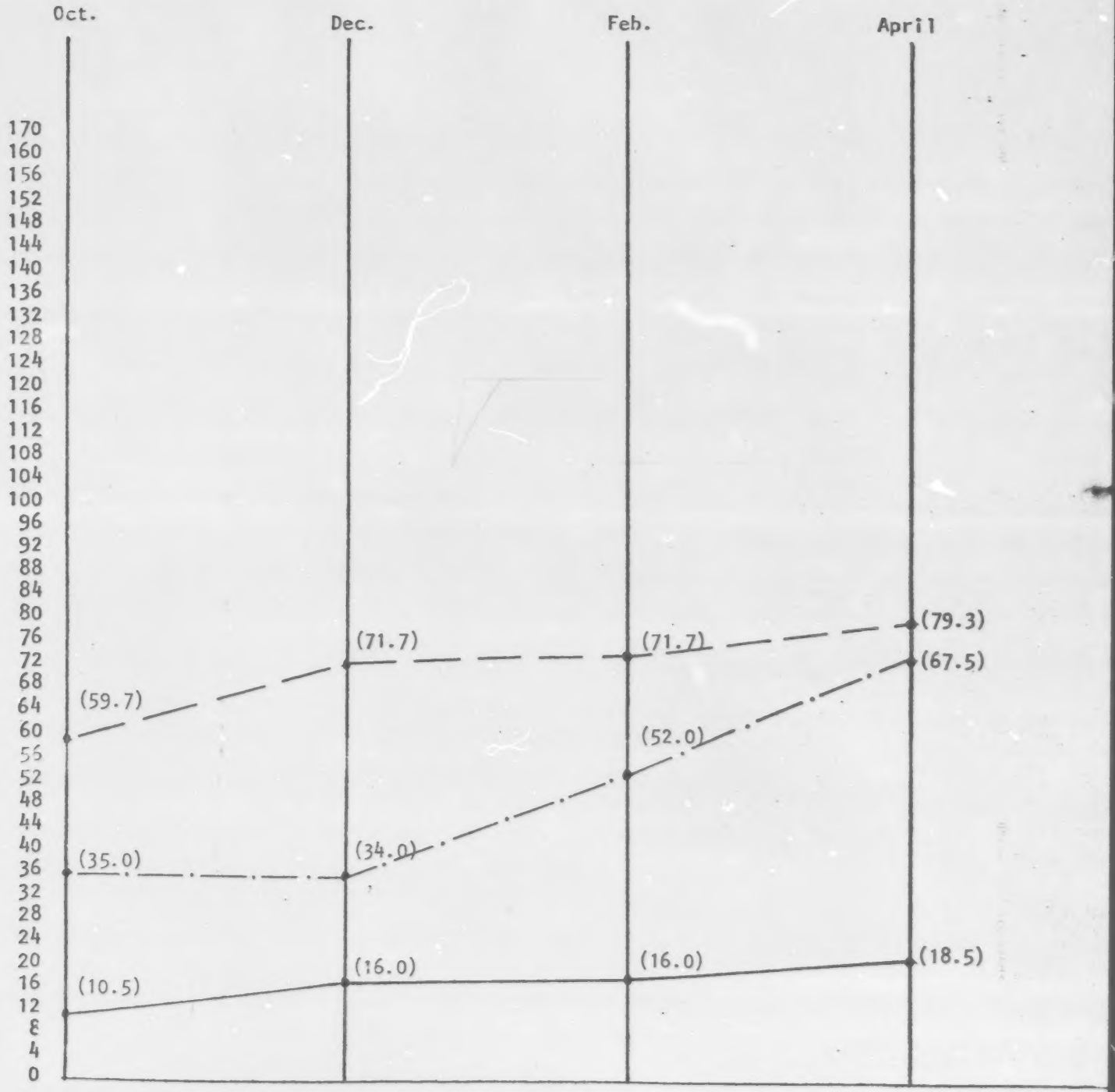
Rhythm D



Mean Performance of All Students

Key: ——— = Group 1
— — — = Group 2
·—·—·— = Group 3

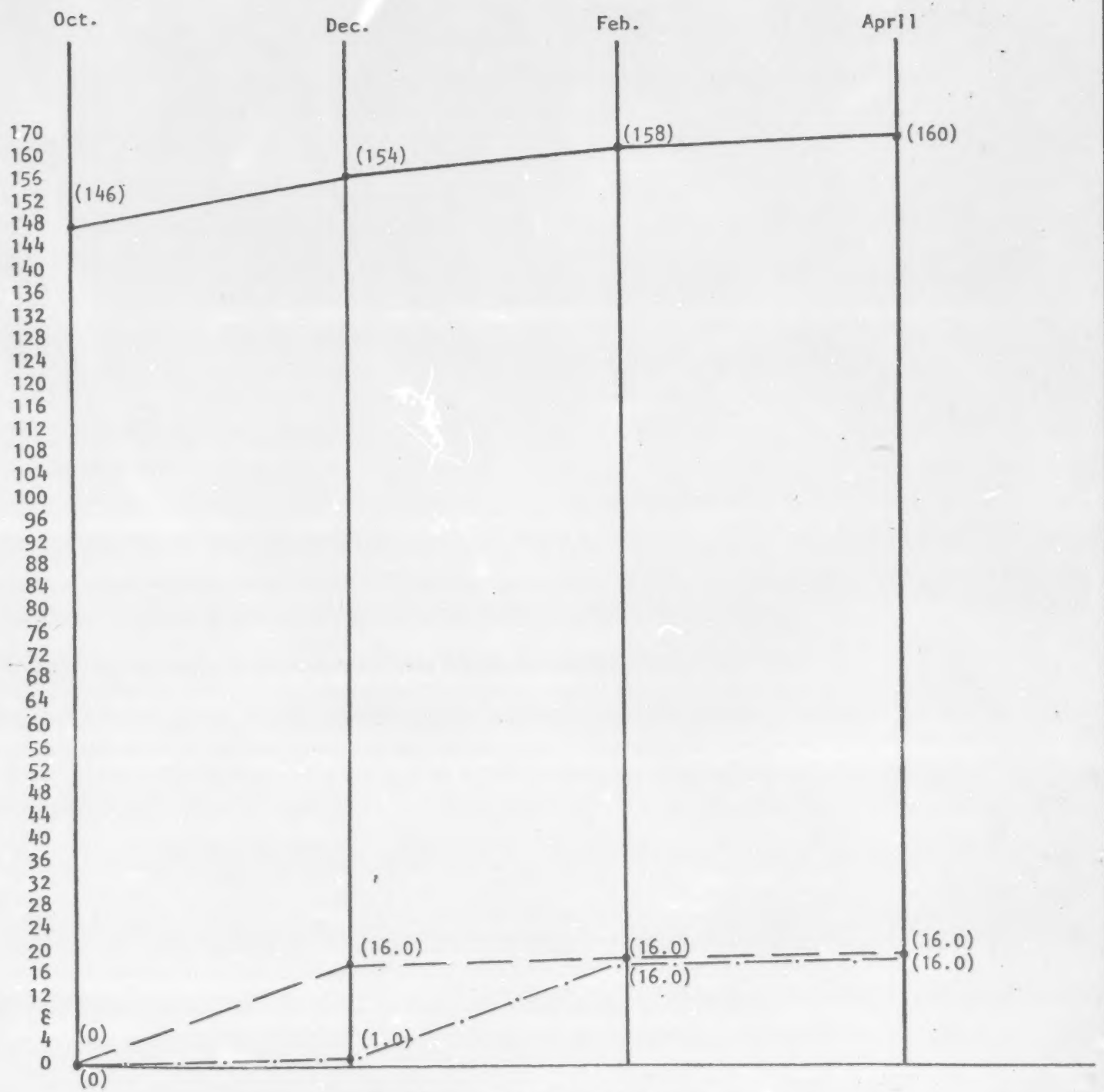
Rhythm D



Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
·—·—·— = Group 3

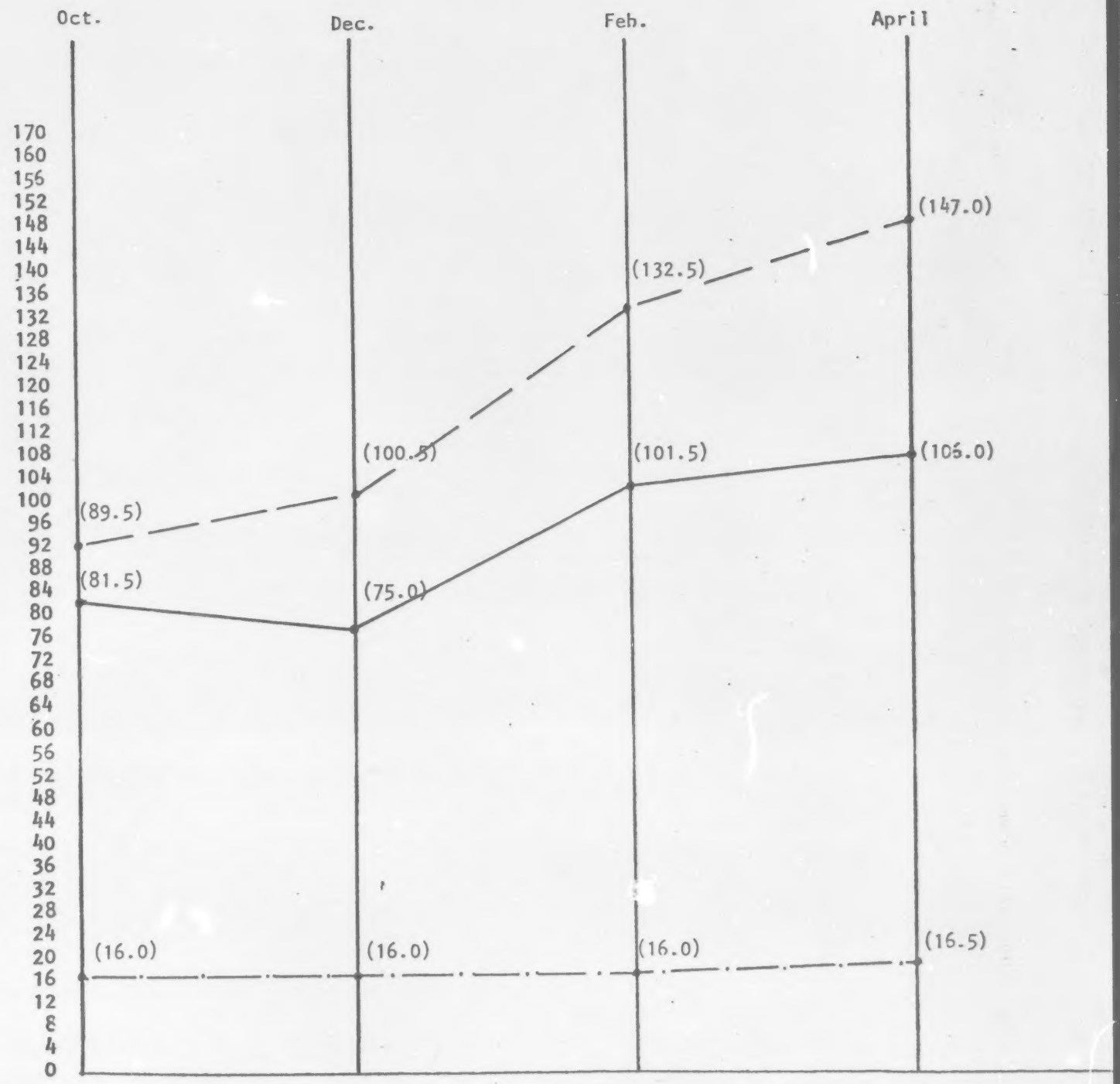
Rhythm D



Mean Performance of Elementary Students

Key: ——— = Group 1
— — — = Group 2
·—·—·— = Group 3

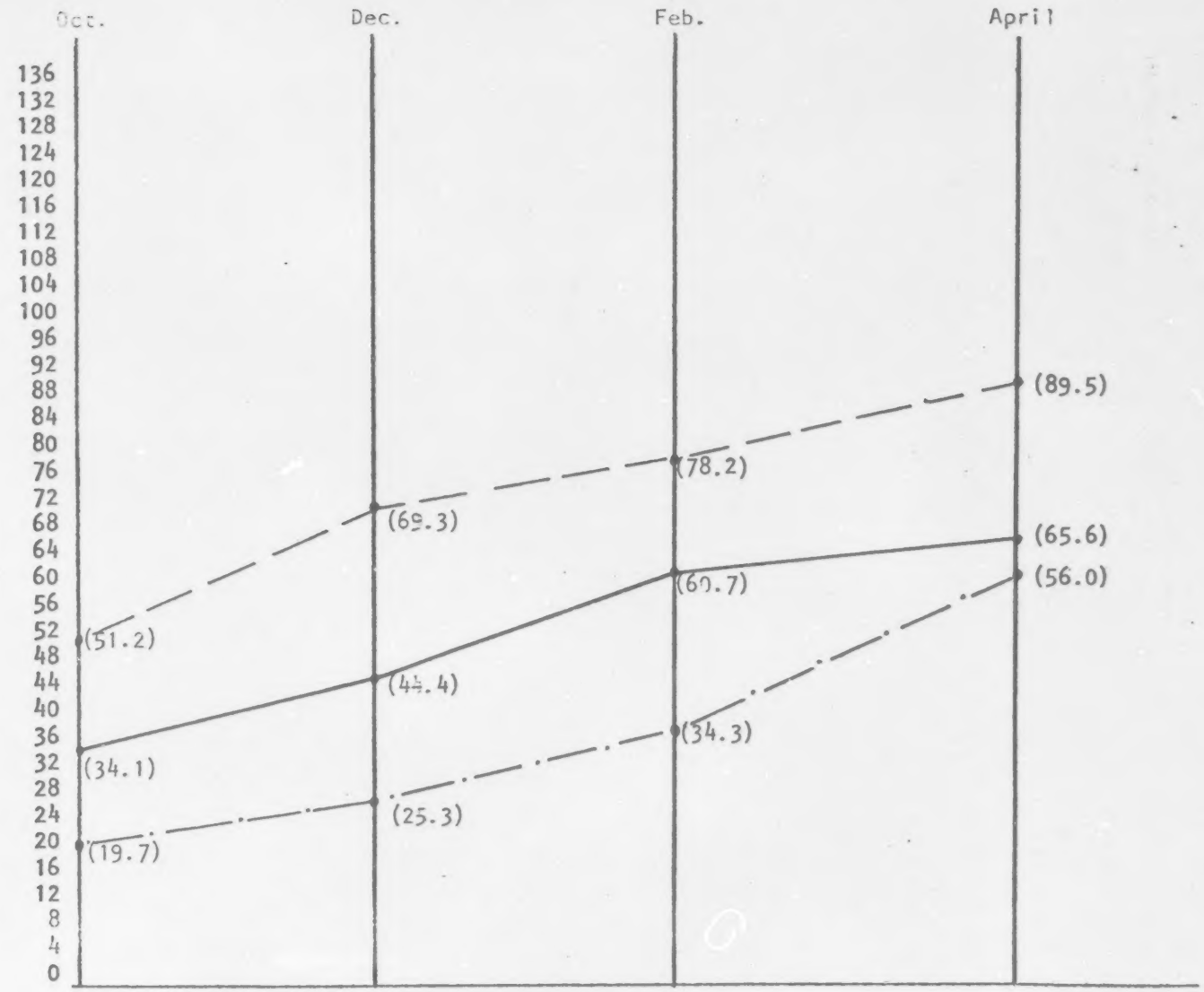
Rhythm D



Mean Performance of Secondary Students

Key: _____ = Group
— — — = Group
·—·—· = Group

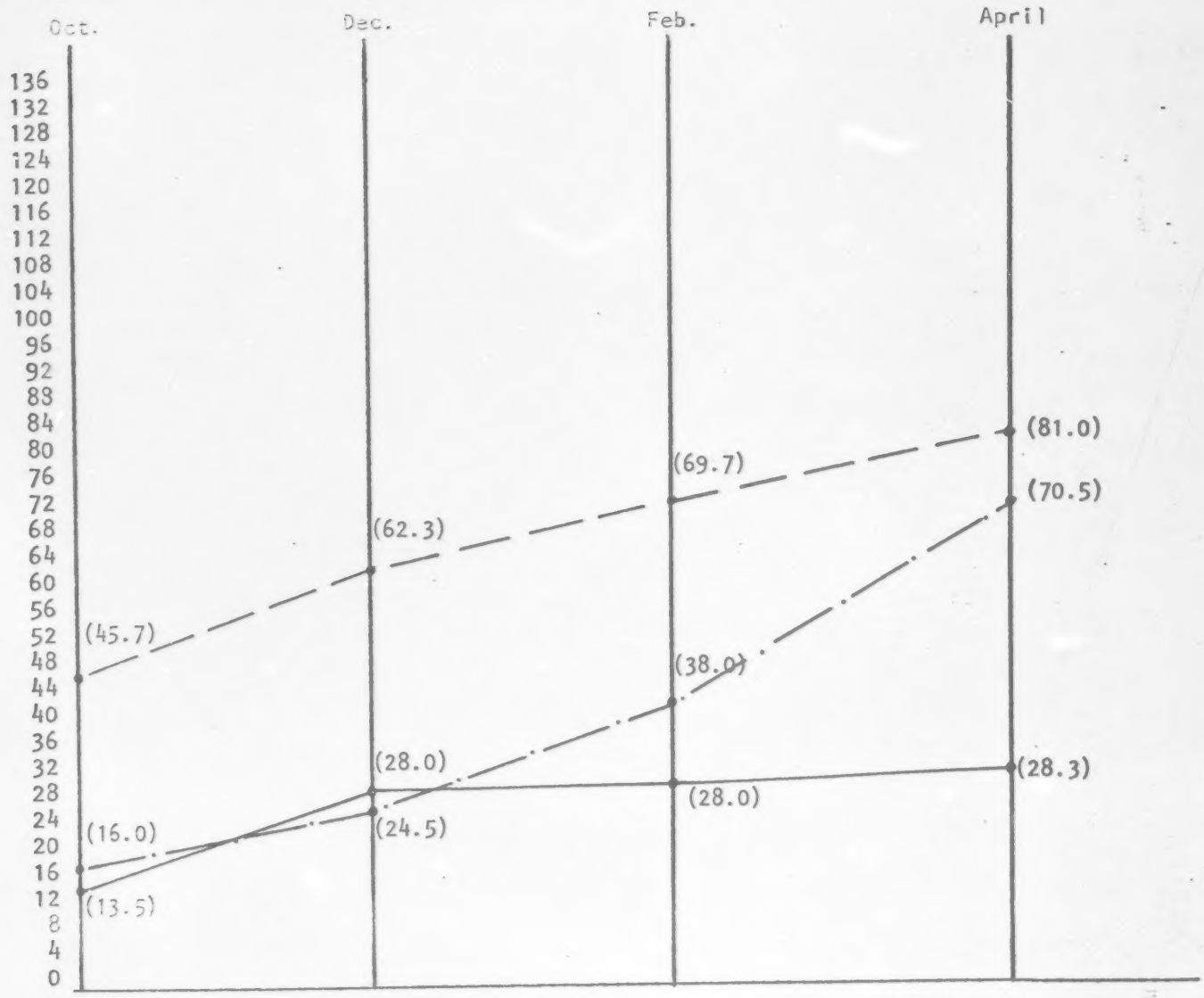
Rhythm E



Mean Performance of All Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

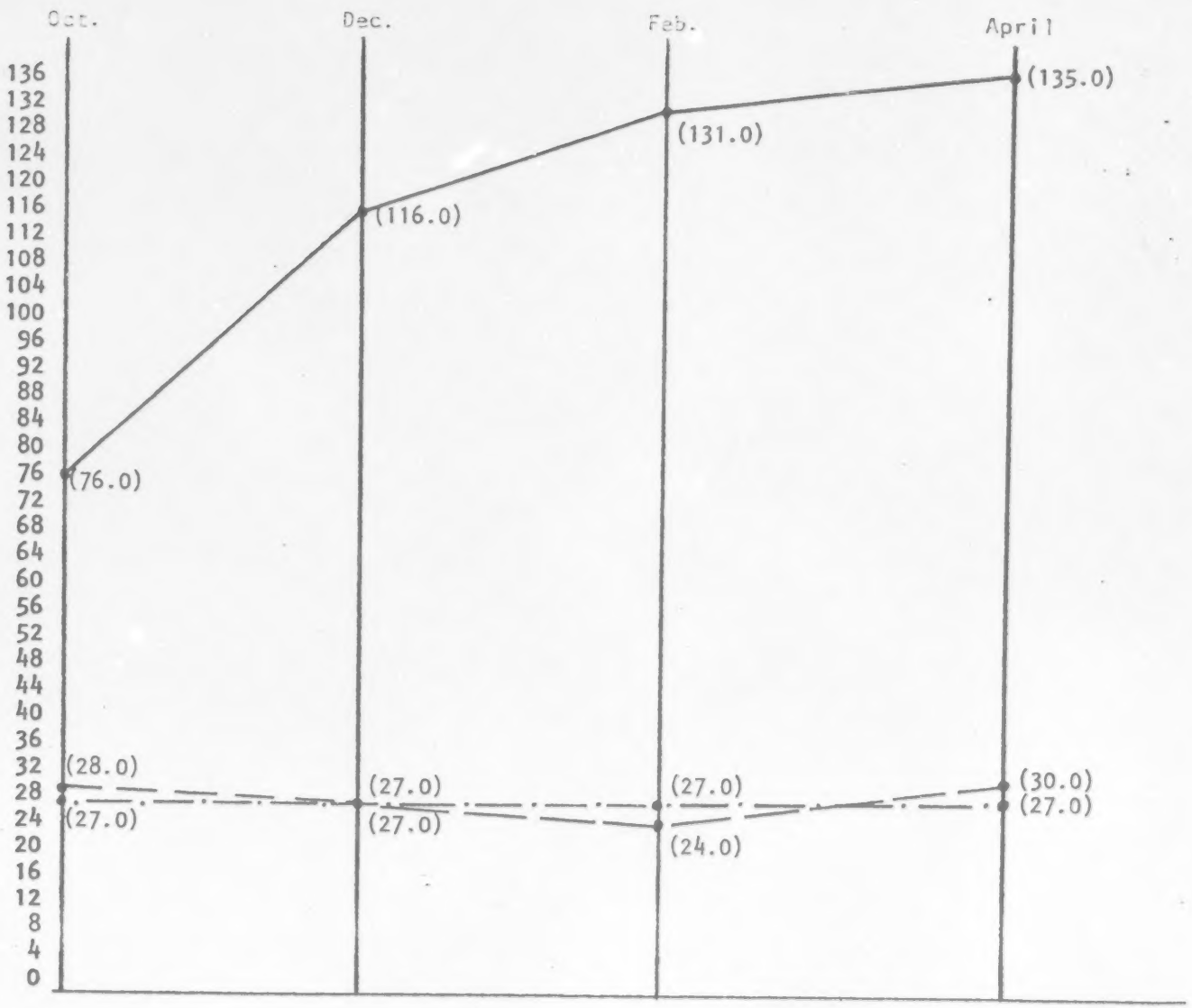
Rhythm E



Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

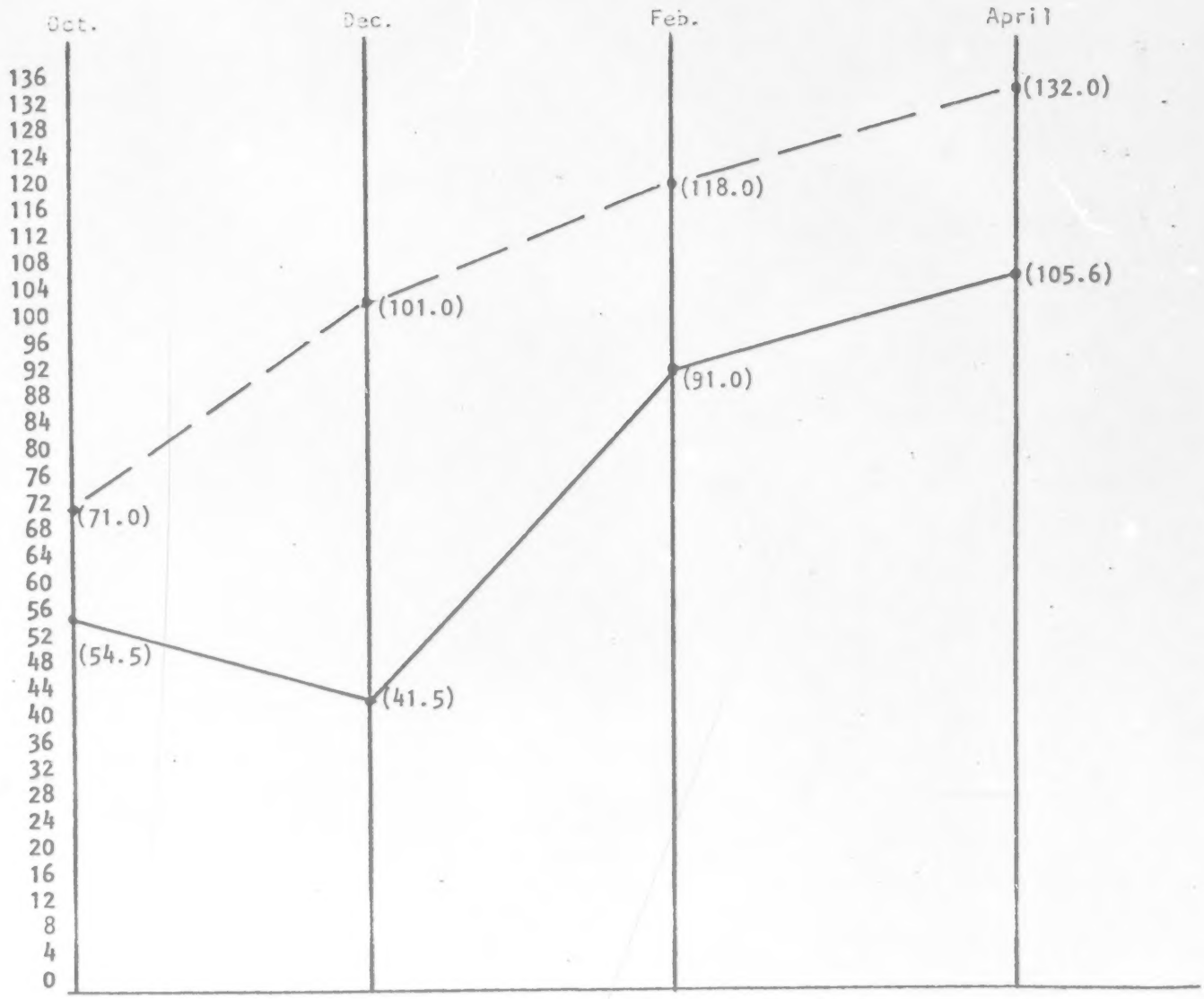
Rhythm E



Mean Performance of Elementary Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Rhythm E

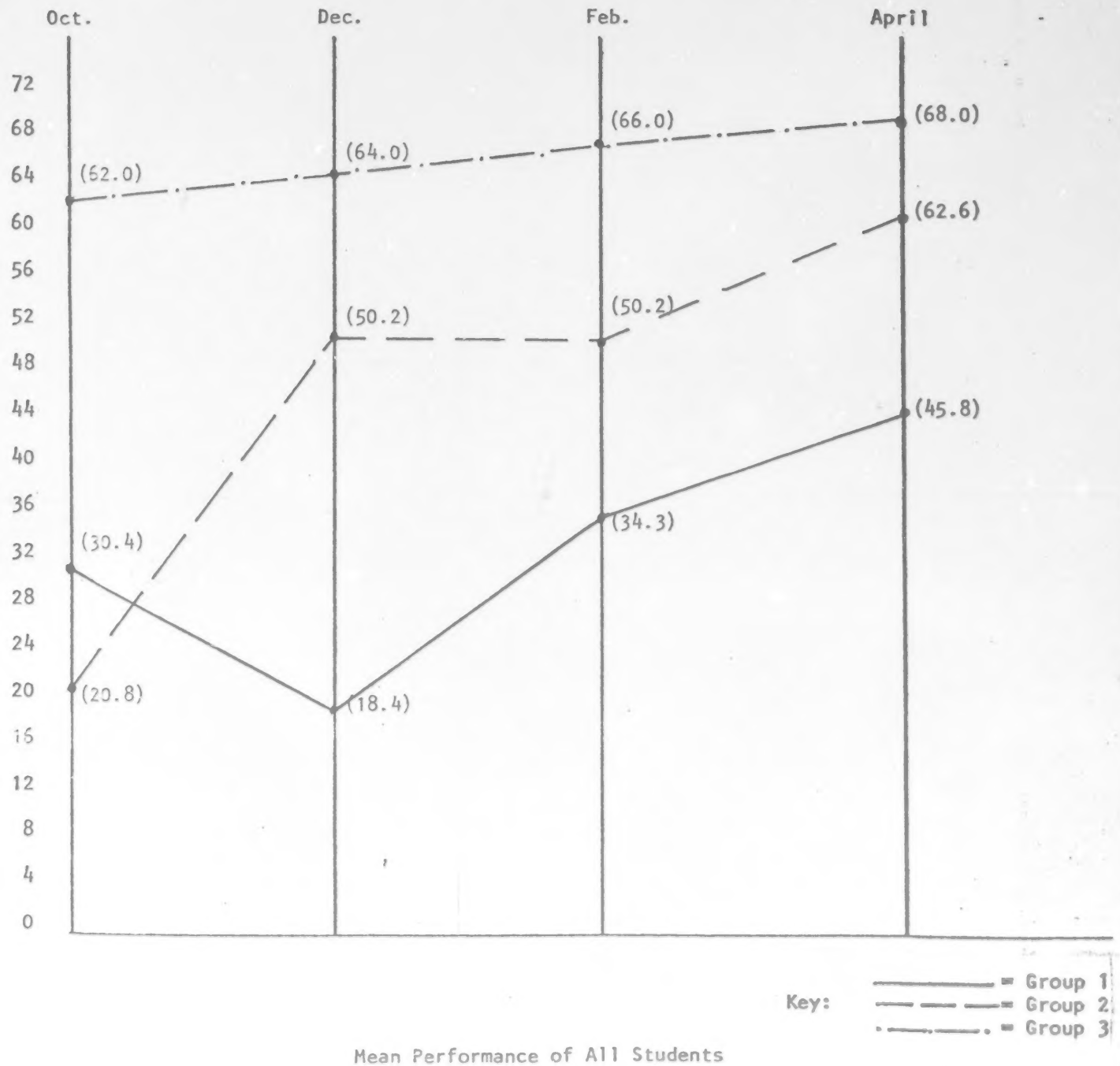


Group 3 Secondary Students Could Not be Tested in this Area

Mean Performance of Secondary Students

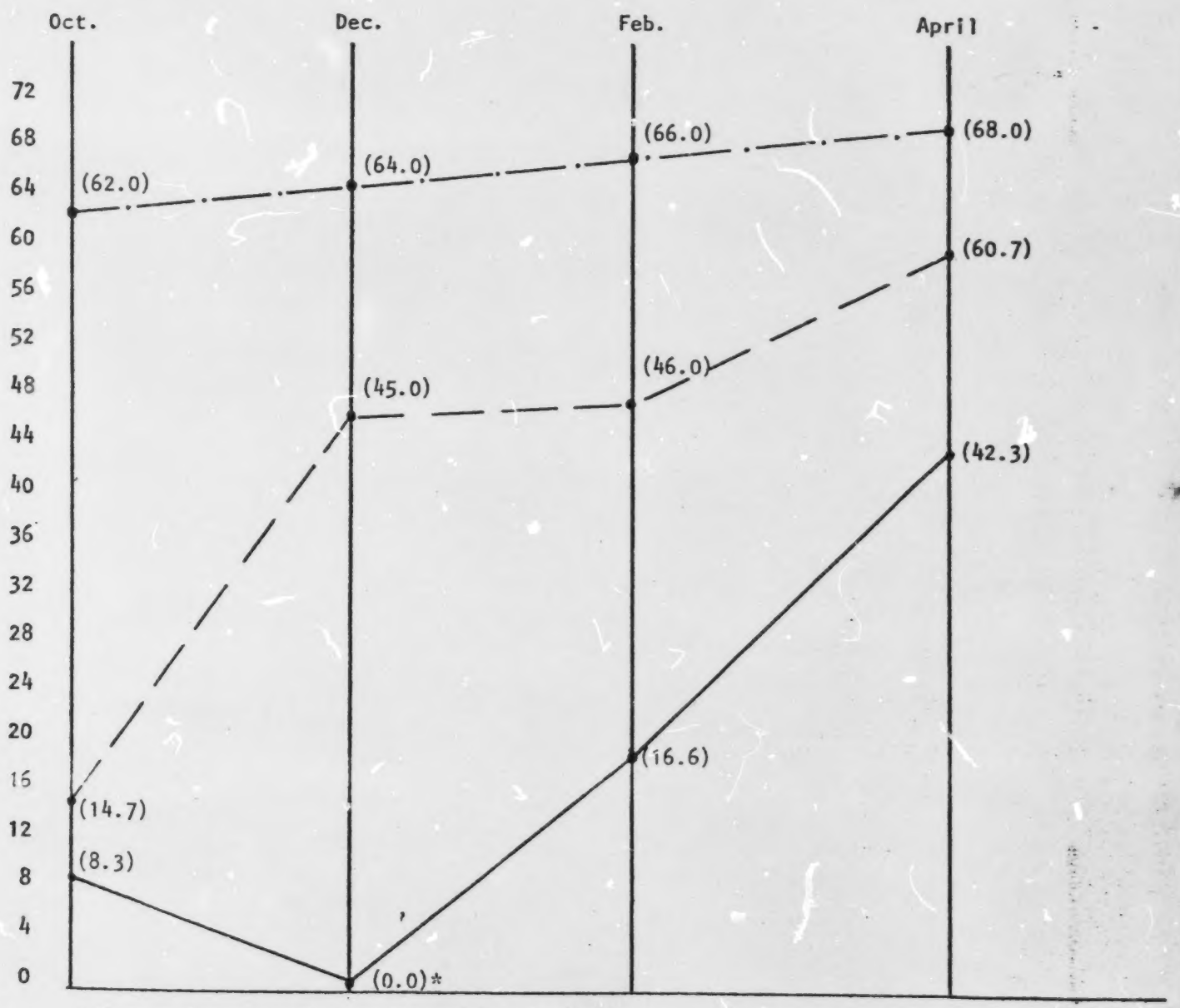
Key: ——— = Group 1
— — — = Group 2
. —.—. = Group 3

Singing A



Mean Performance of All Students

Singing A

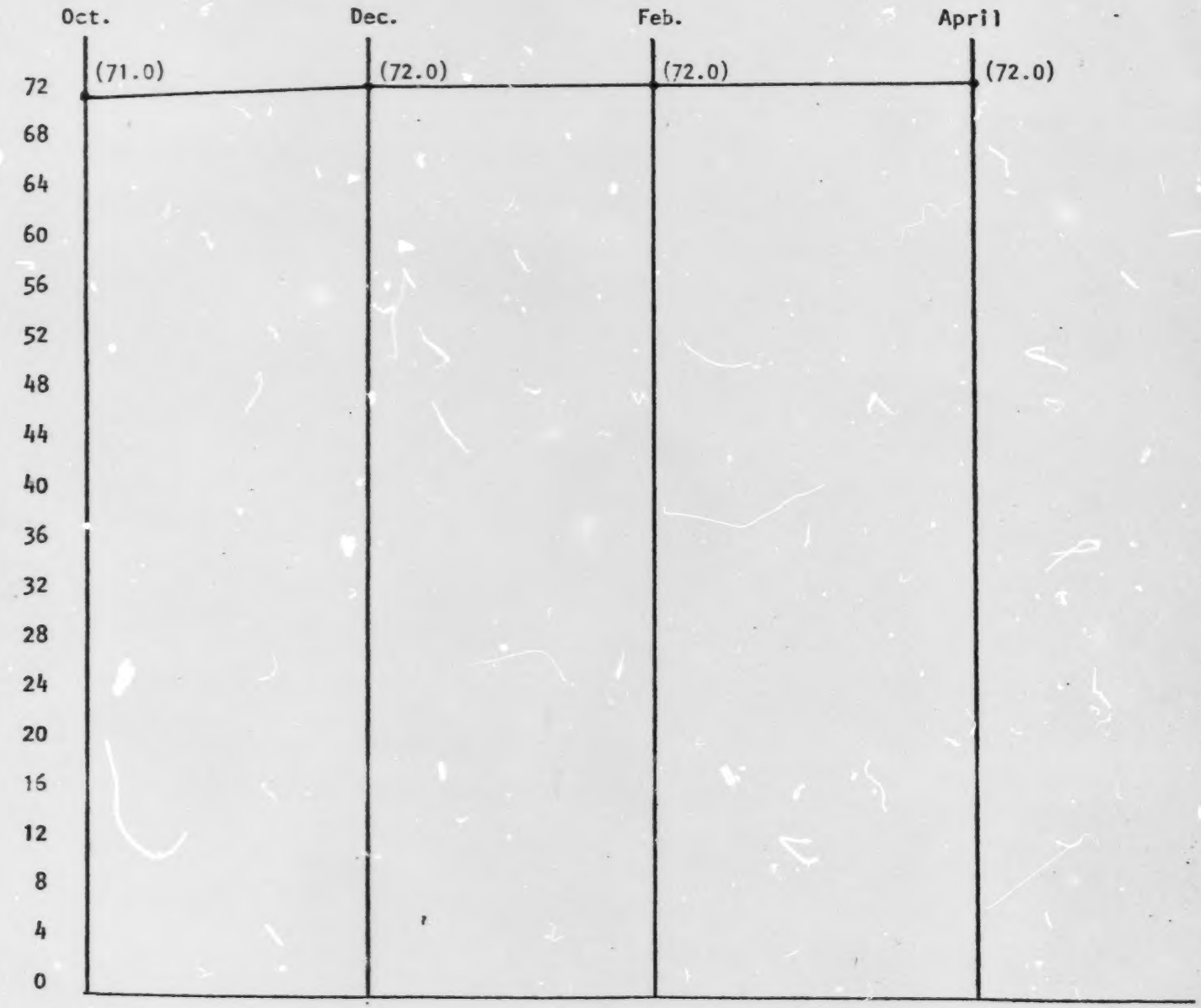


* Score of one student could not be obtained.

Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
—·—·— = Group 3

Singing A

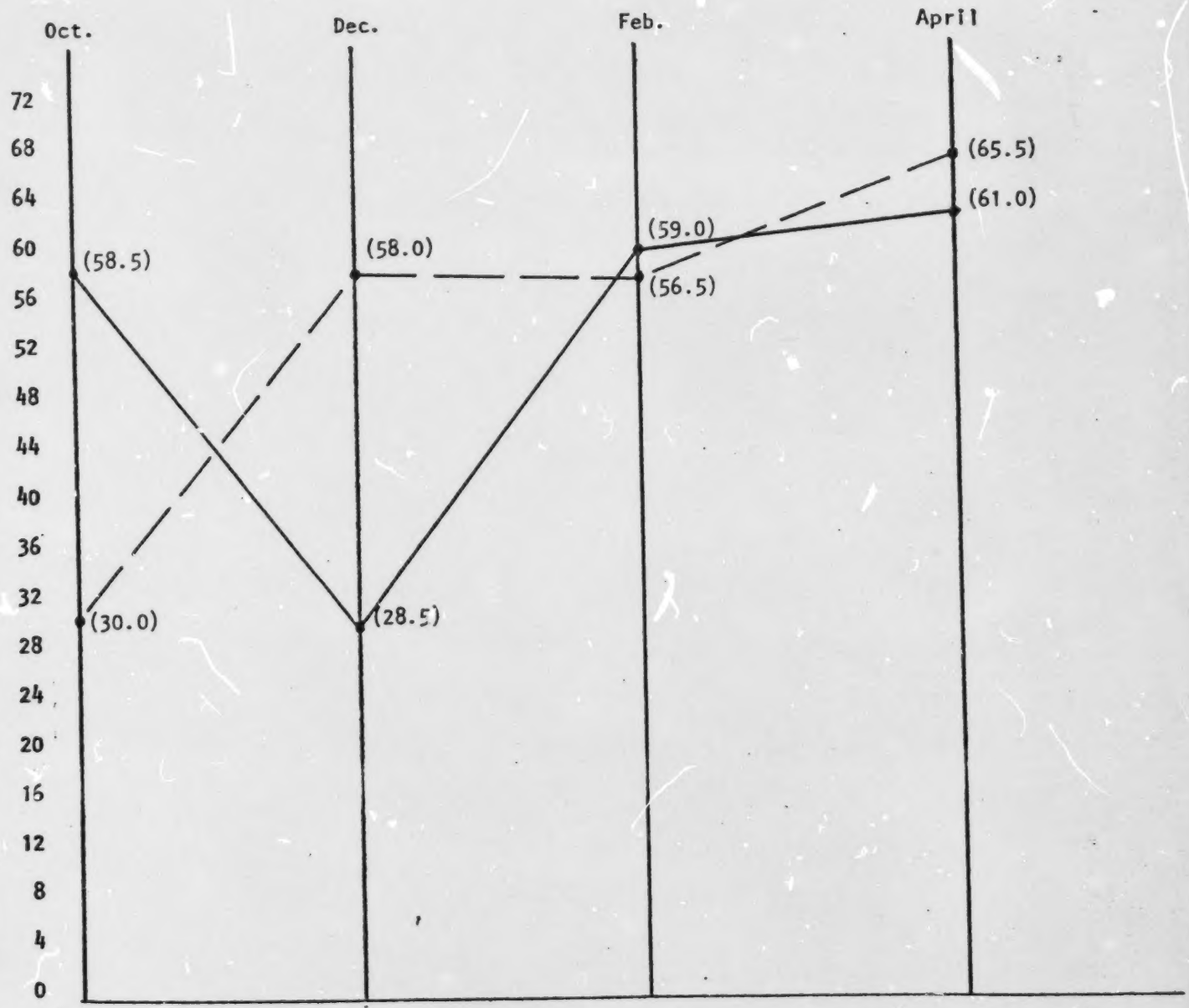


Groups 2 and 3 students could not be tested in this area.

Mean Performance of Elementary Students

Key: ——— = Group 1
—— -- —= Group 2
-·—· —·-= Group 3

Singing A

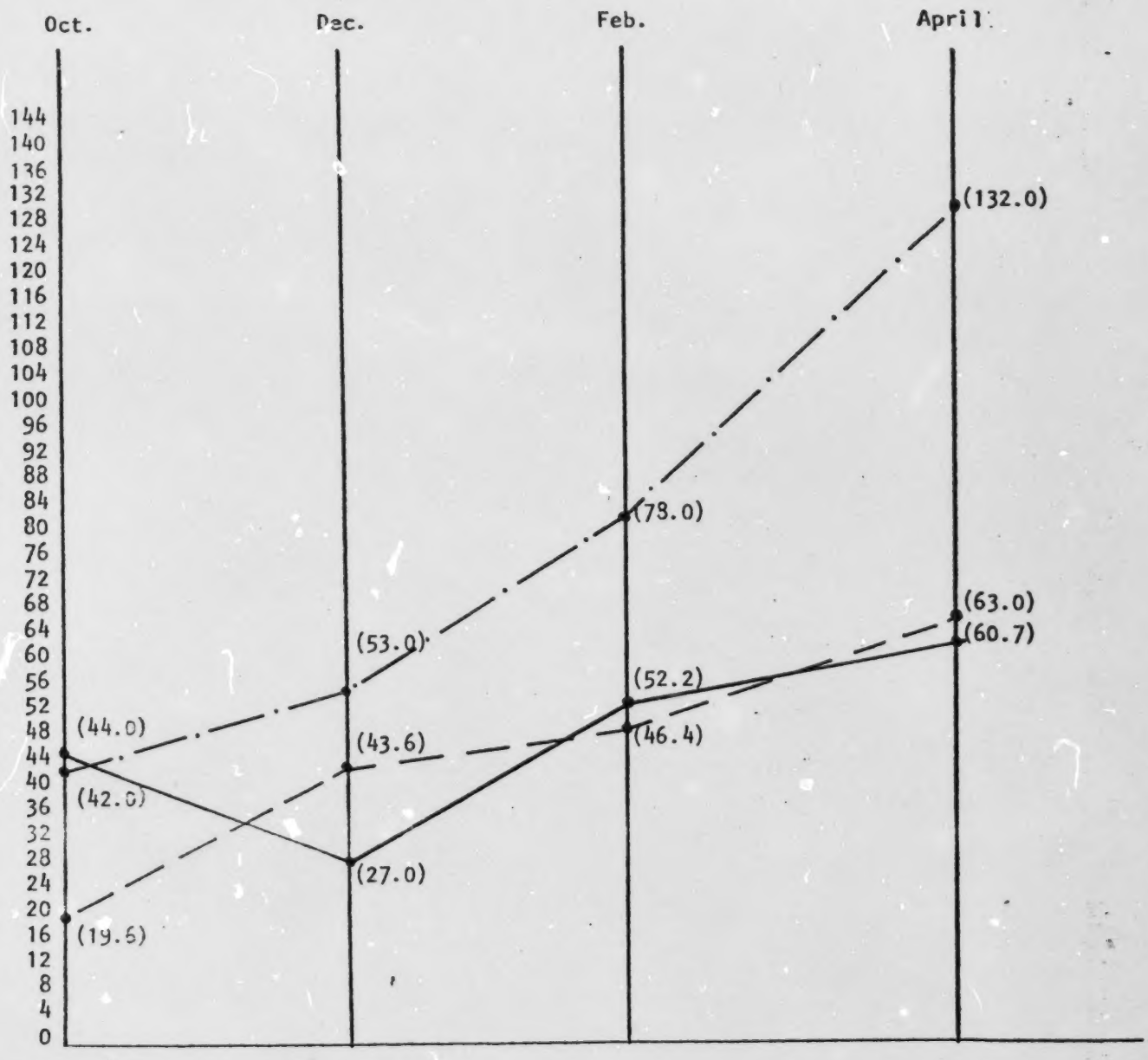


Group 3 could not be tested in this area.

Mean Performance of Secondary Students

Key: ——— = Group 1
— — — Group 2
-·-·- Group 3

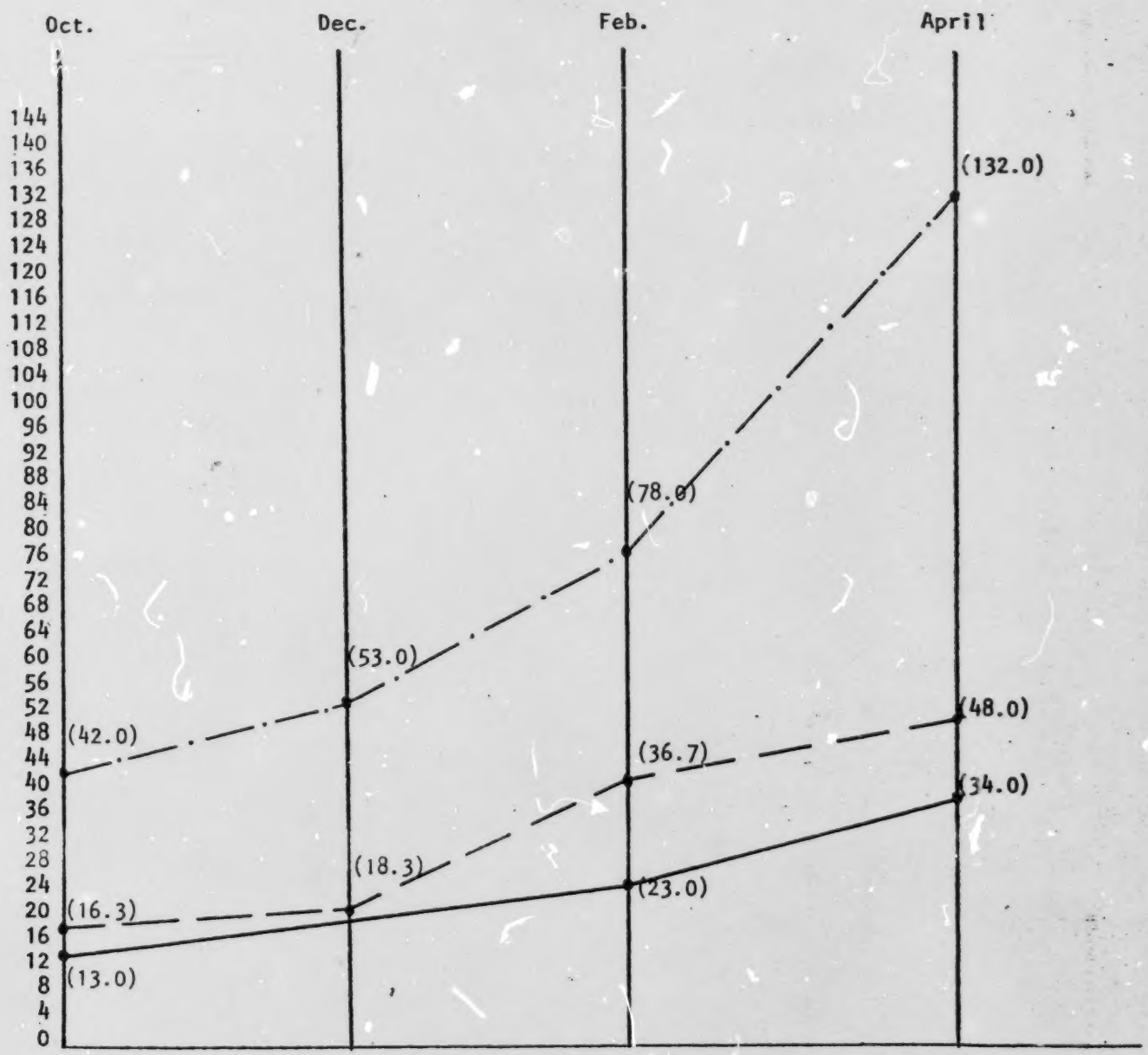
Singing B



Mean Performance of All Students

Key: Group 1
Group 2
Group 3

Singing B

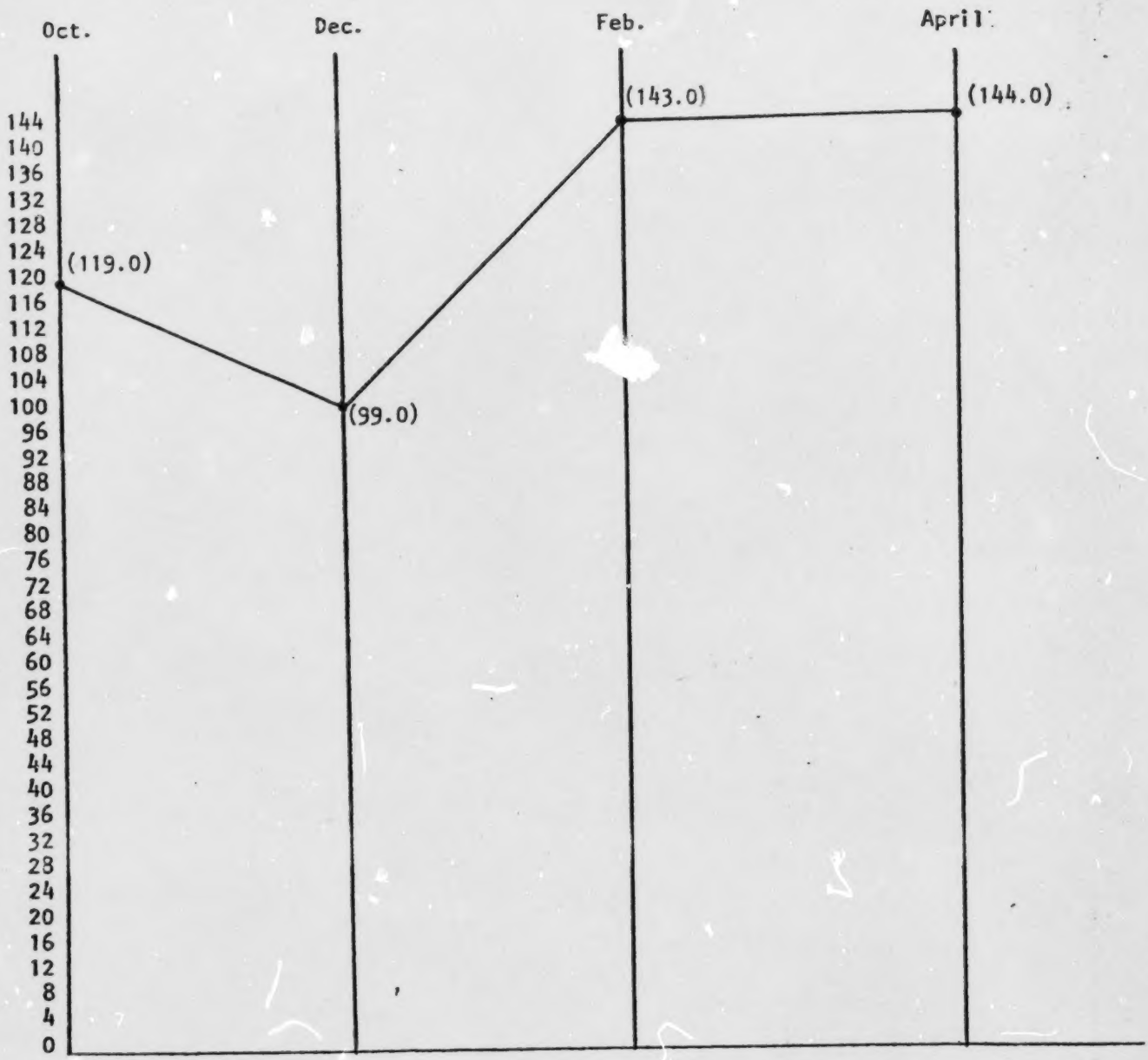


Group 1 had no scores recorded in December

Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
-·-·-·- = Group 3

Singing B

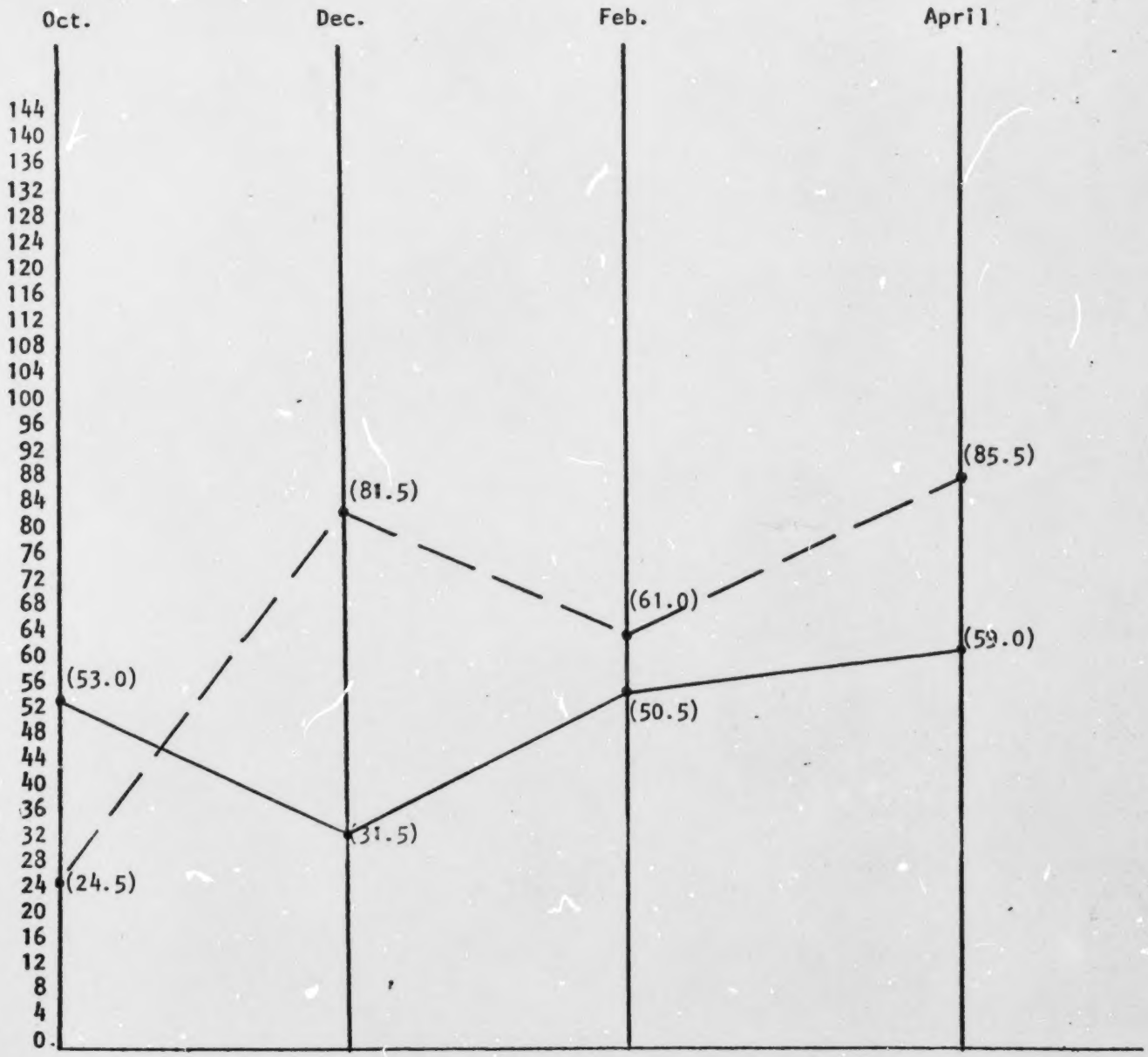


No scores were obtained for groups 2 and 3.

Mean Performance of Elementary Students

Key: ——— = Group 1
— — — = Group 2
•—• — •• = Group 3

Singing B



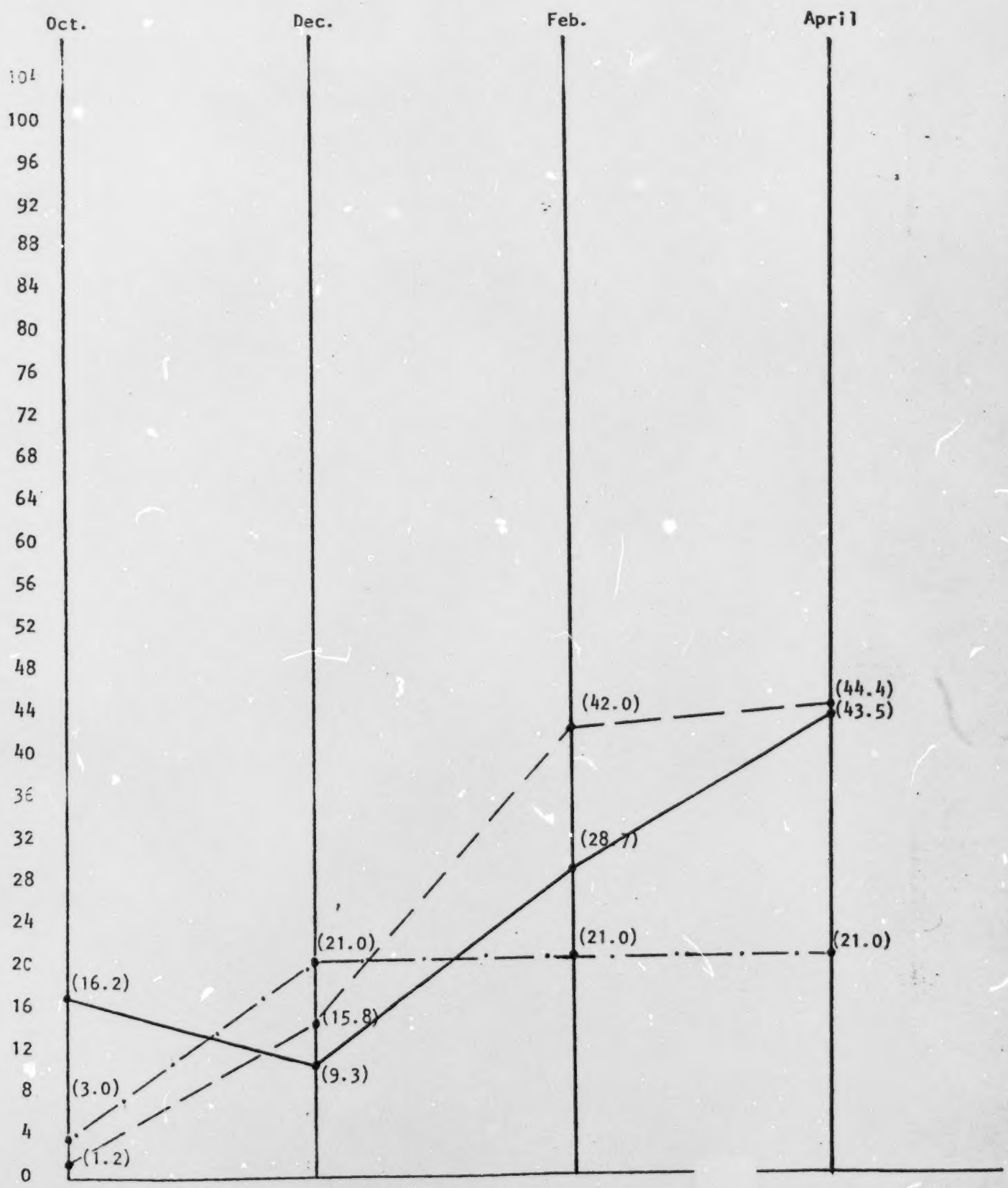
No scores could be obtained for Group 3.

Mean Performance of Secondary Students

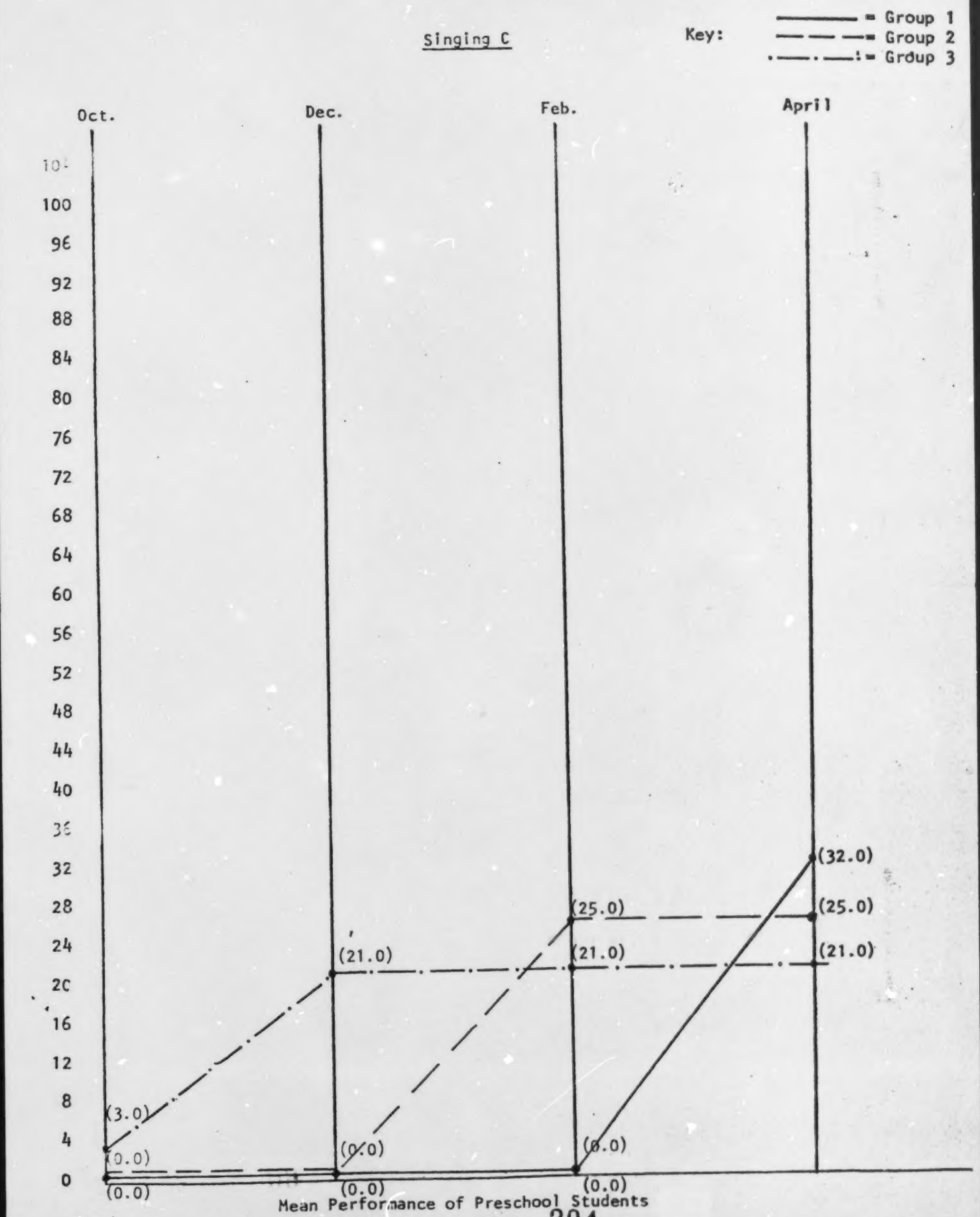
Key: ——— = Group 1
—— — —= Group 2
-·—·—·--= Group 3

Singing C

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3



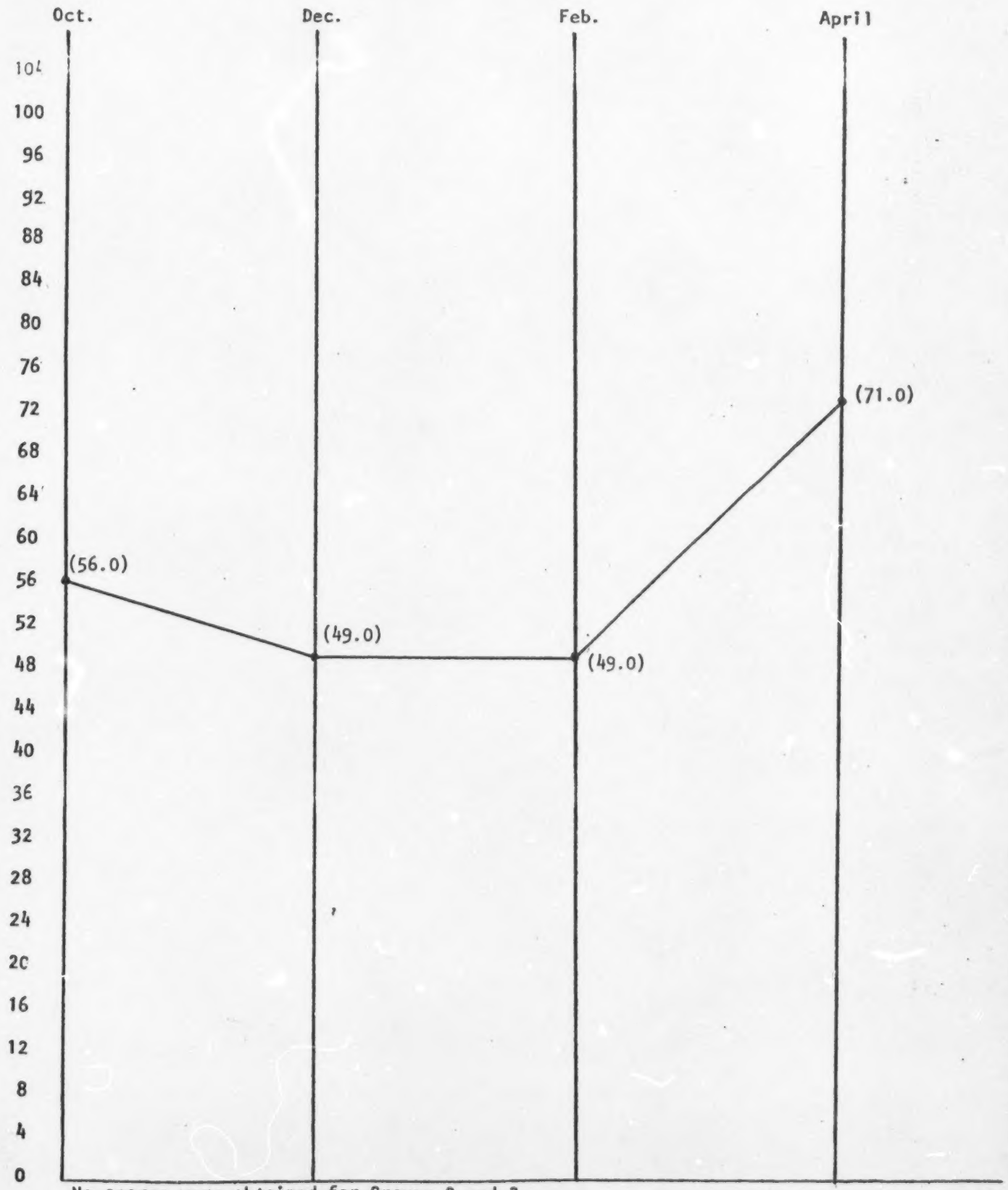
Mean Performance of All Students



Mean Performance of Preschool Students

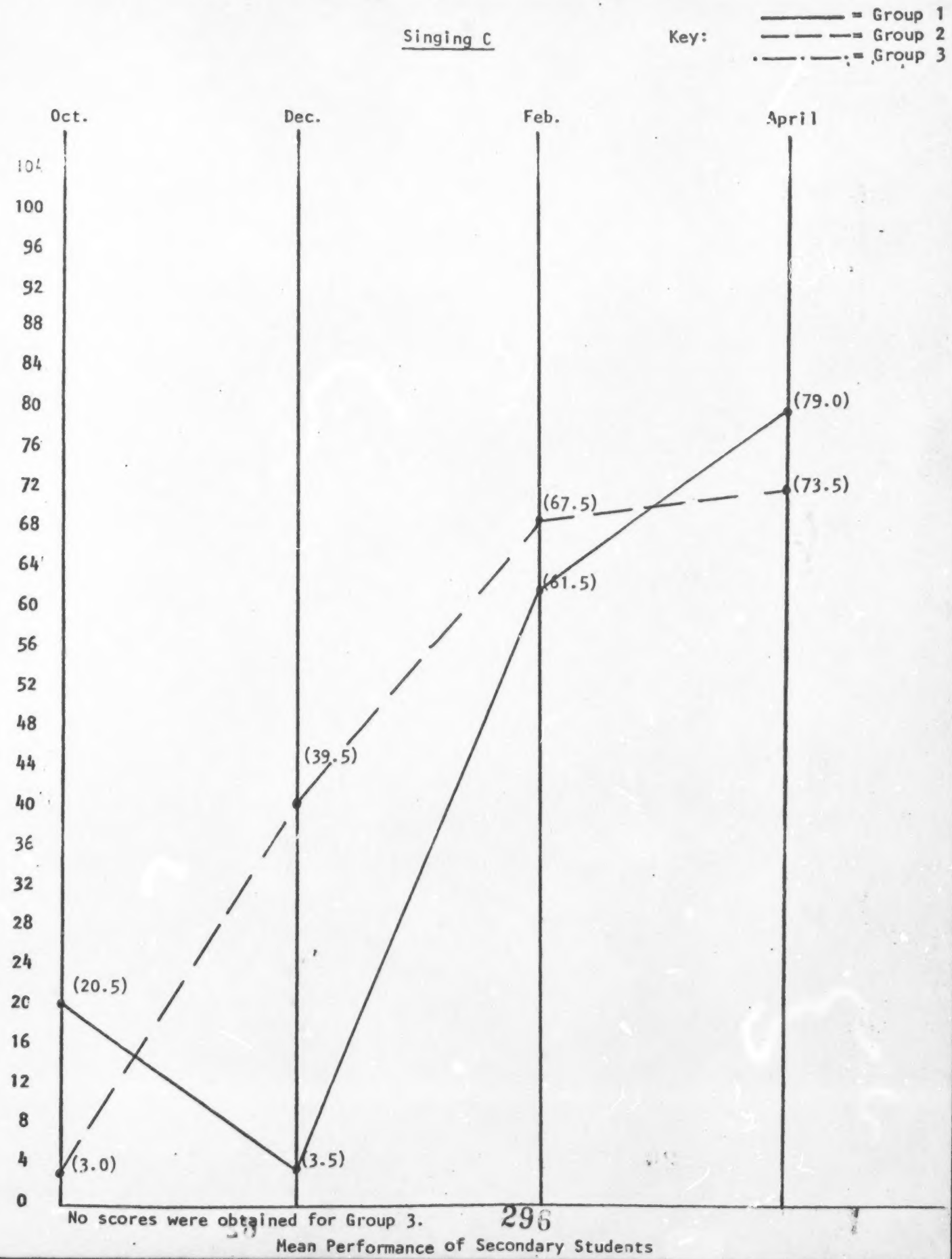
Singing C

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3



No scores were obtained for Groups 2 and 3.

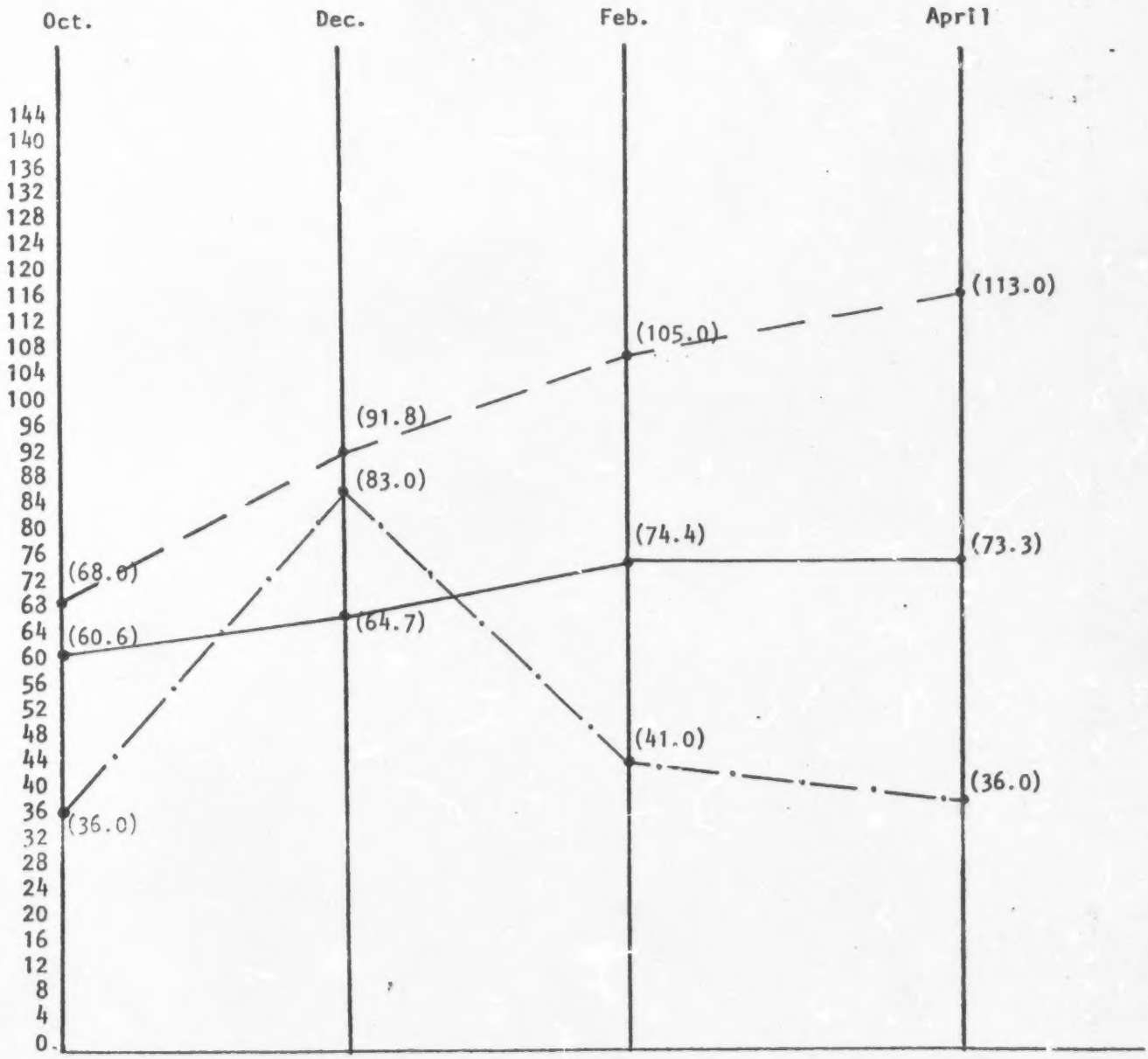
Mean Performance of Elementary Students



No scores were obtained for Group 3.

Mean Performance of Secondary Students

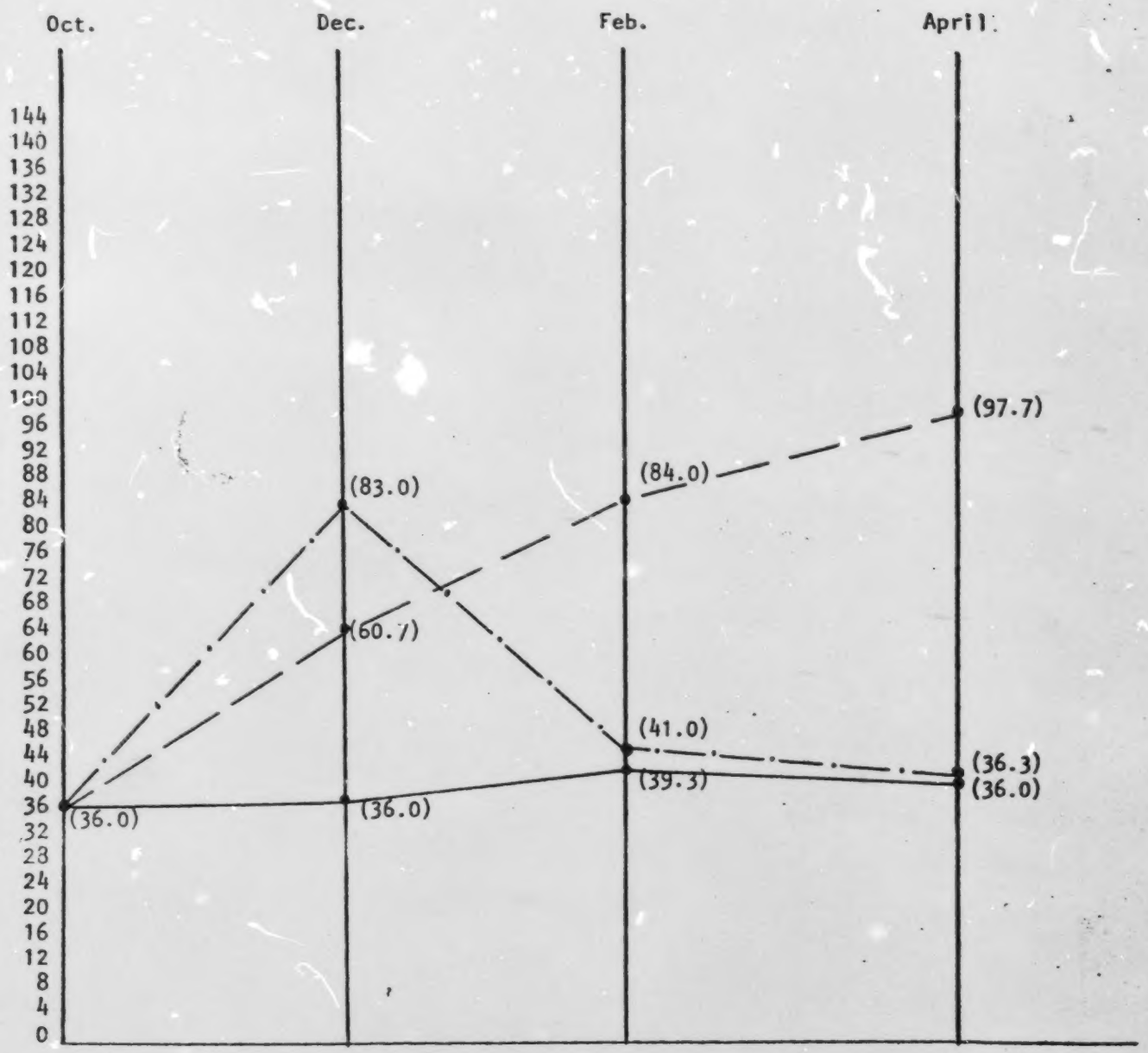
Melody A



Mean Performance of All Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

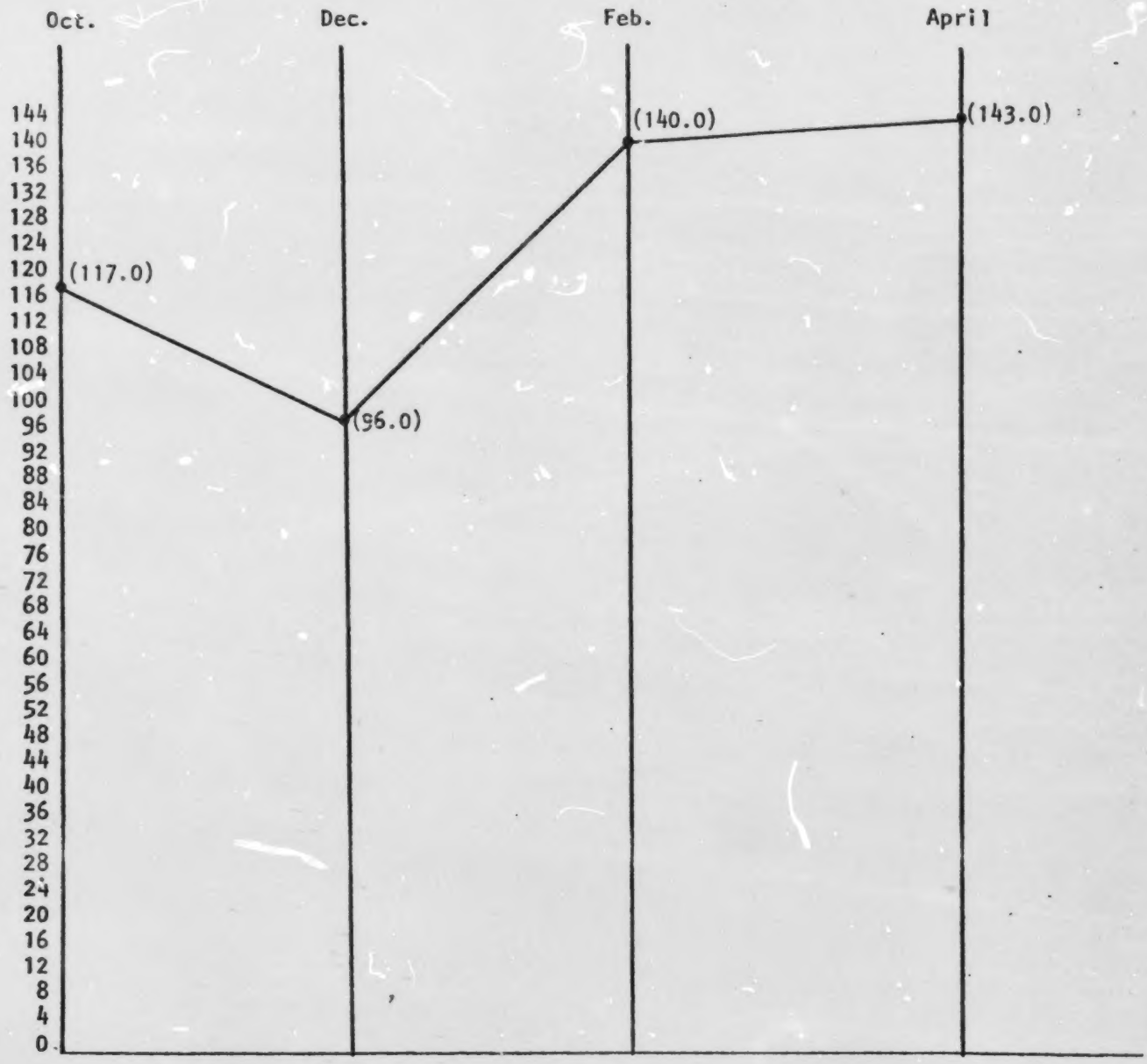
Melody A



Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Melody A

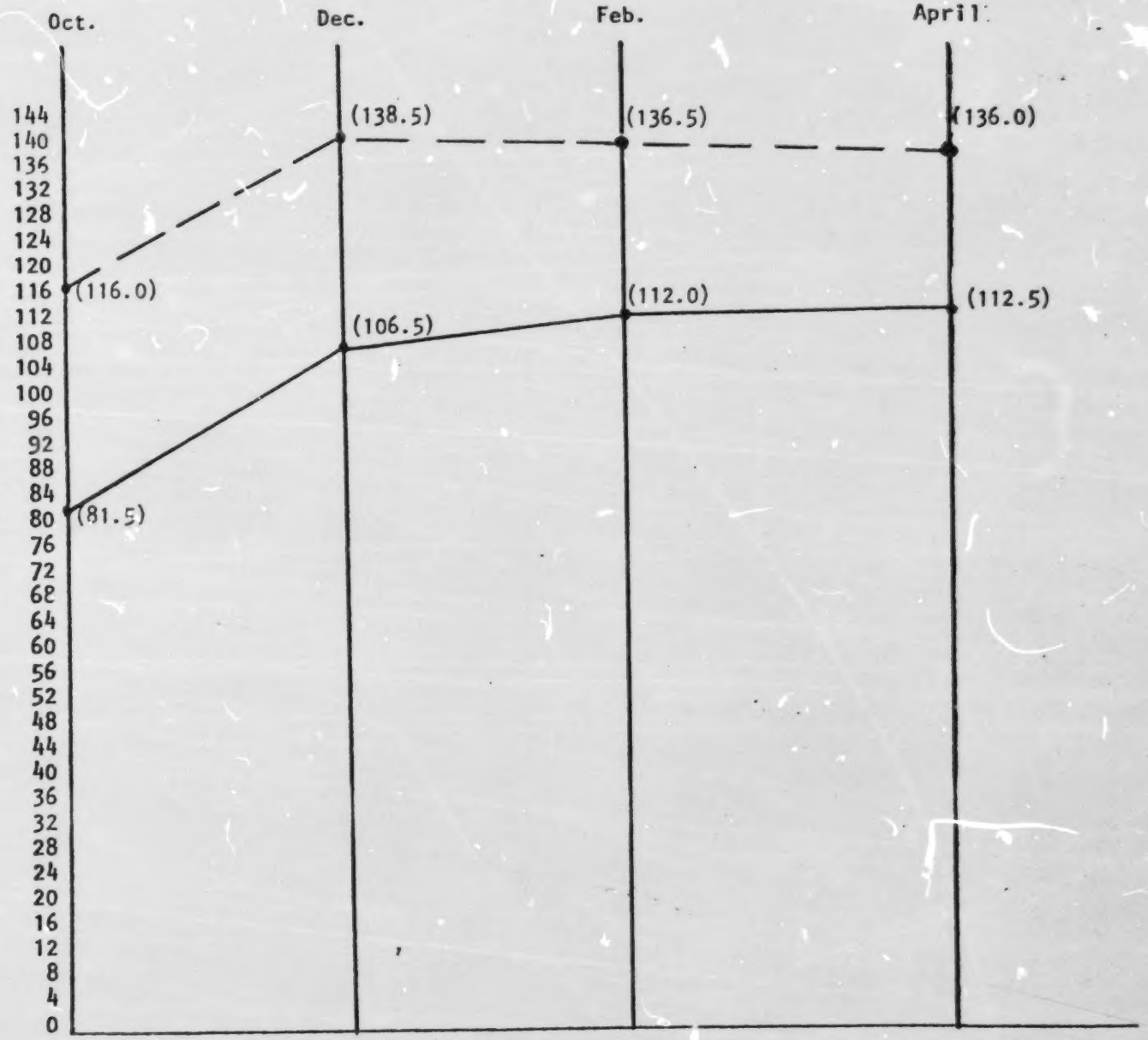


No scores were obtained for Groups 2 and 3.

Mean Performance of Elementary Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Melody A

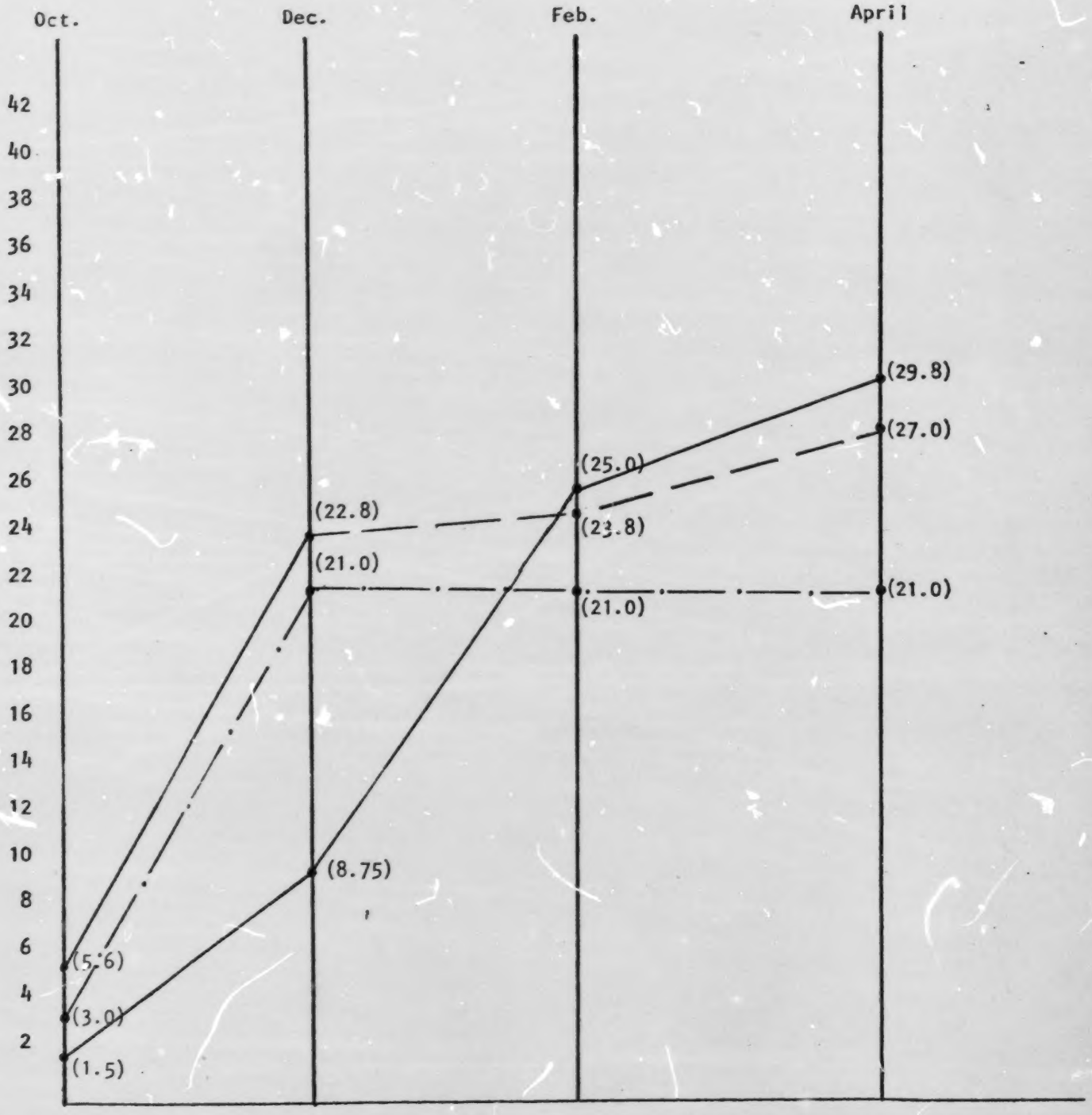


No scores were obtained for Group 3.

Mean Performance of Secondary Students

Key: ——— = Group 1
— — — = Group 2
. —— . = Group 3

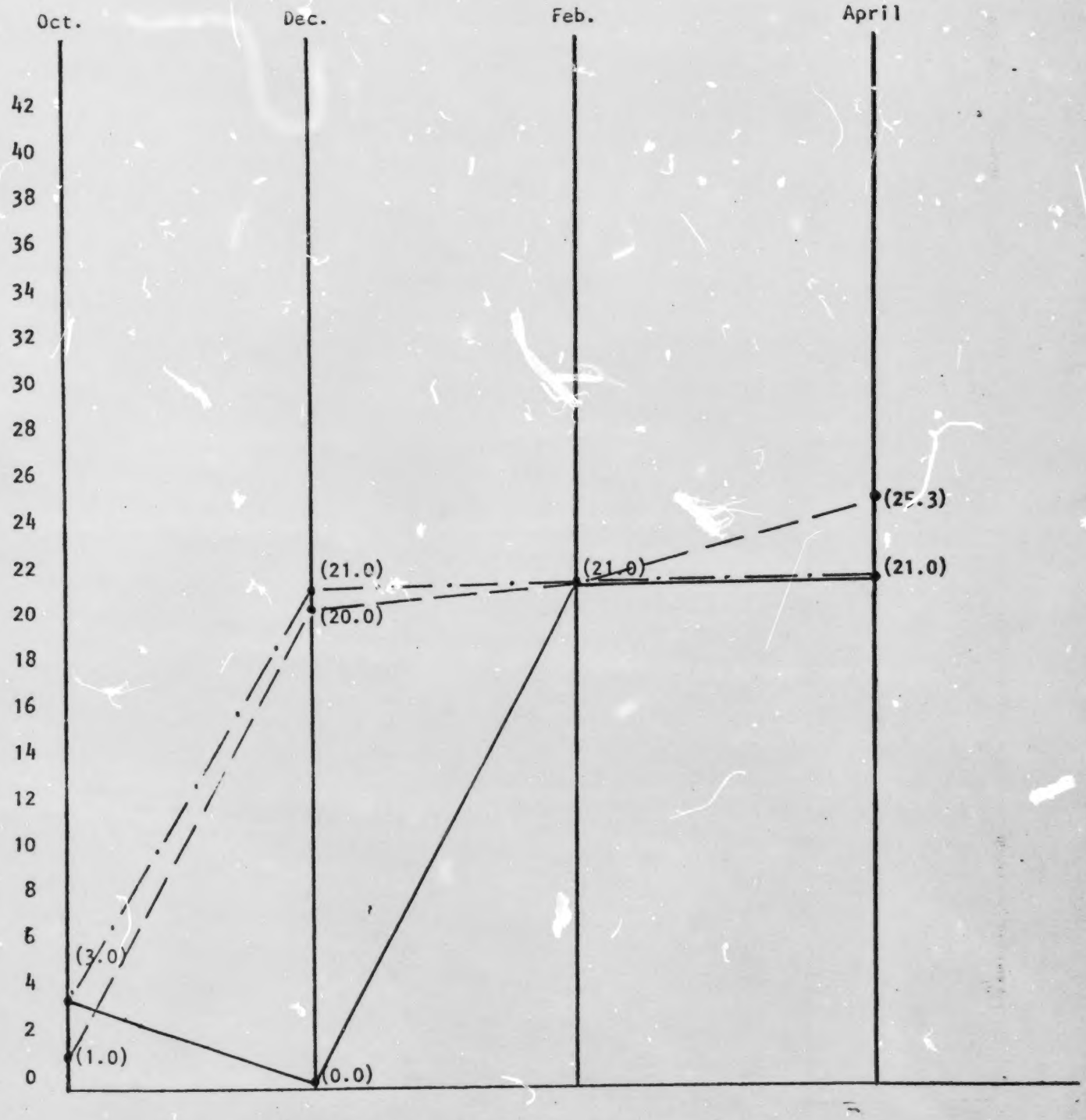
Melody B



Mean Performance of All Students

Key: ——— = Group 1
— — — = Group 2
·——·—· = Group 3

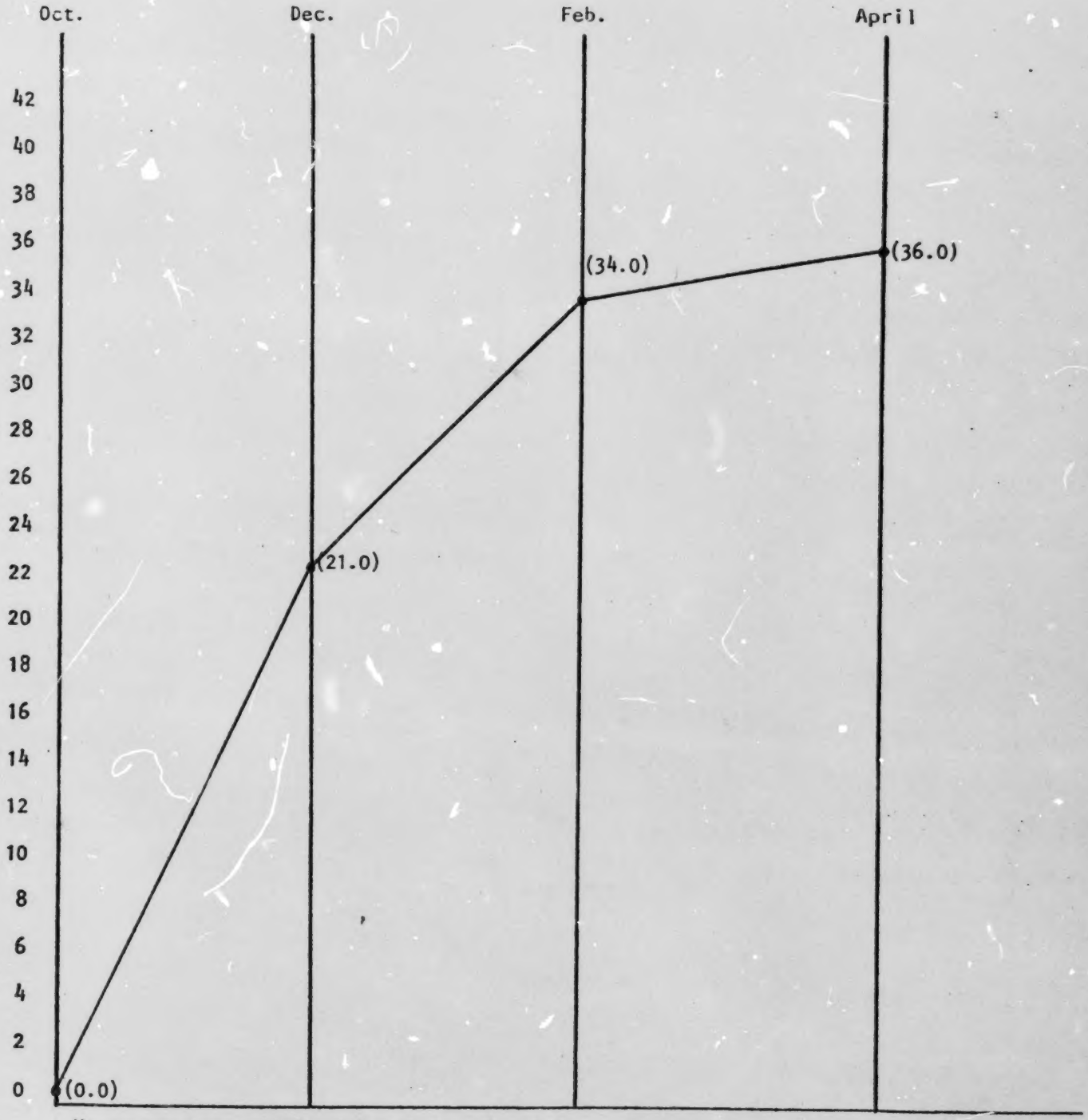
Melody B



Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
.—.—. = Group 3

Melody B

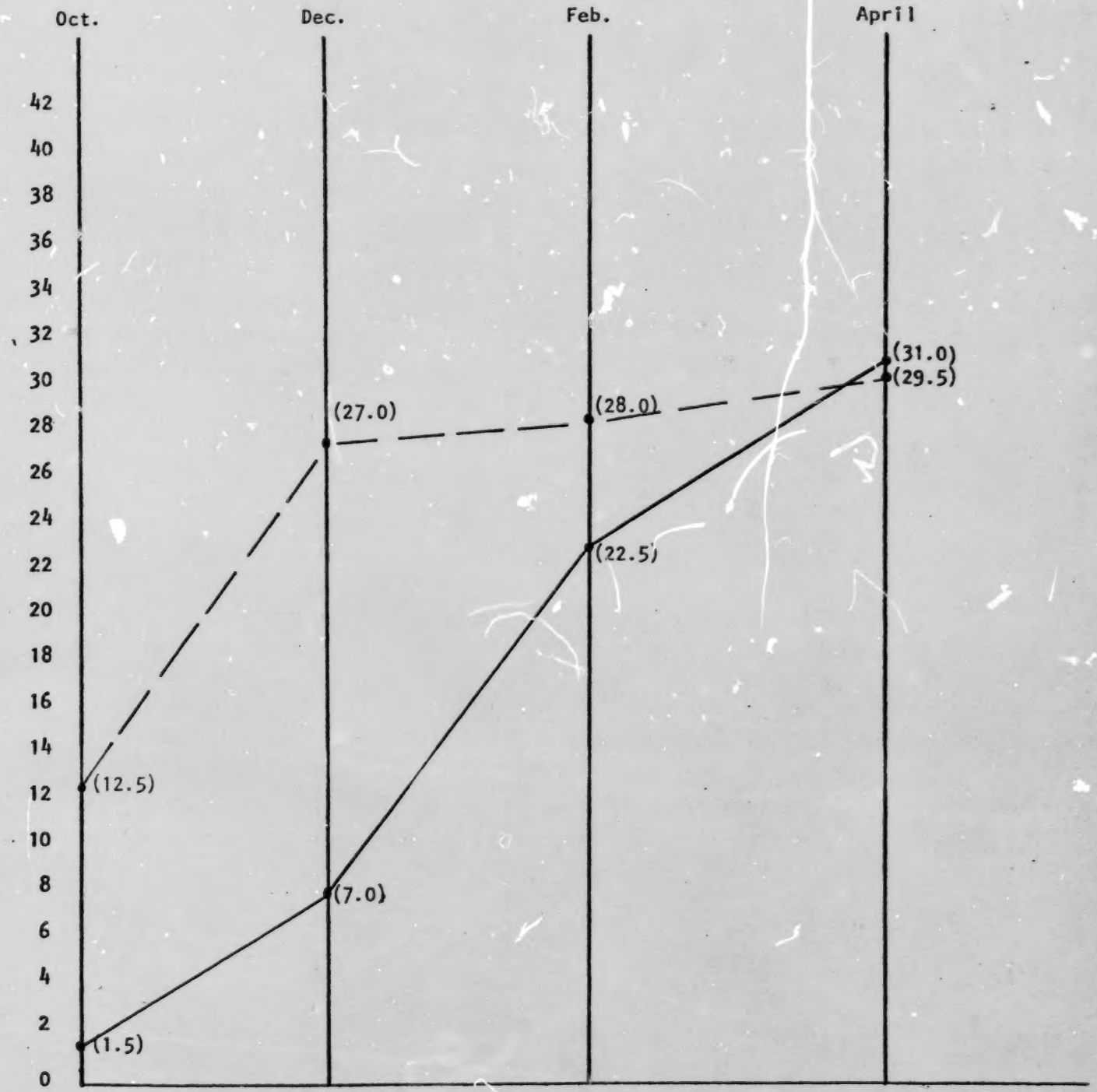


No scores were obtained for Groups 2 and 3.

Mean Performance of Elementary Students

Key: ——— = Group 1
— — — = Group 2
.—.—. = Group 3

Melody 3

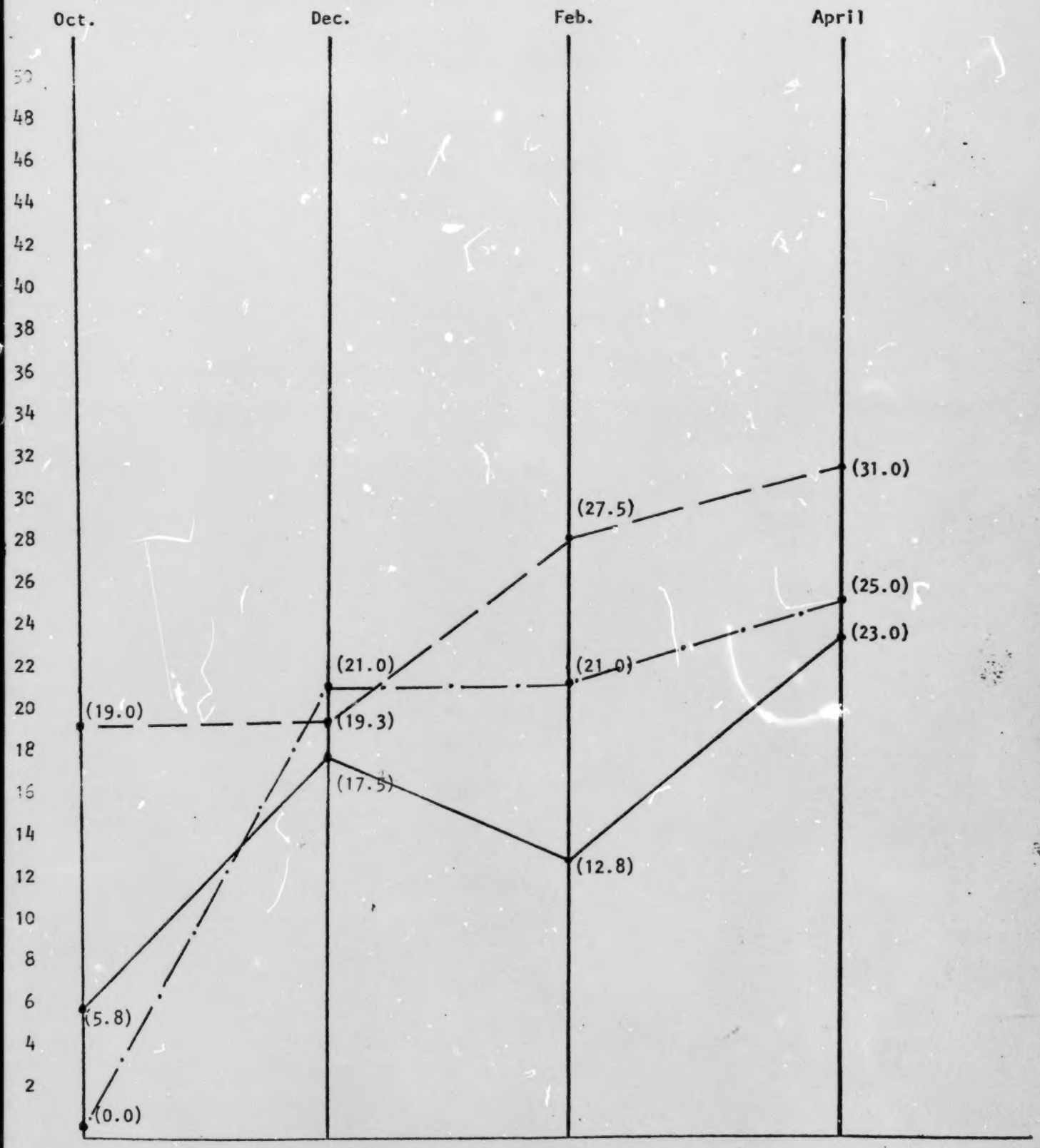


No scores were obtained for Group 3.

Mean Performance of Secondary Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

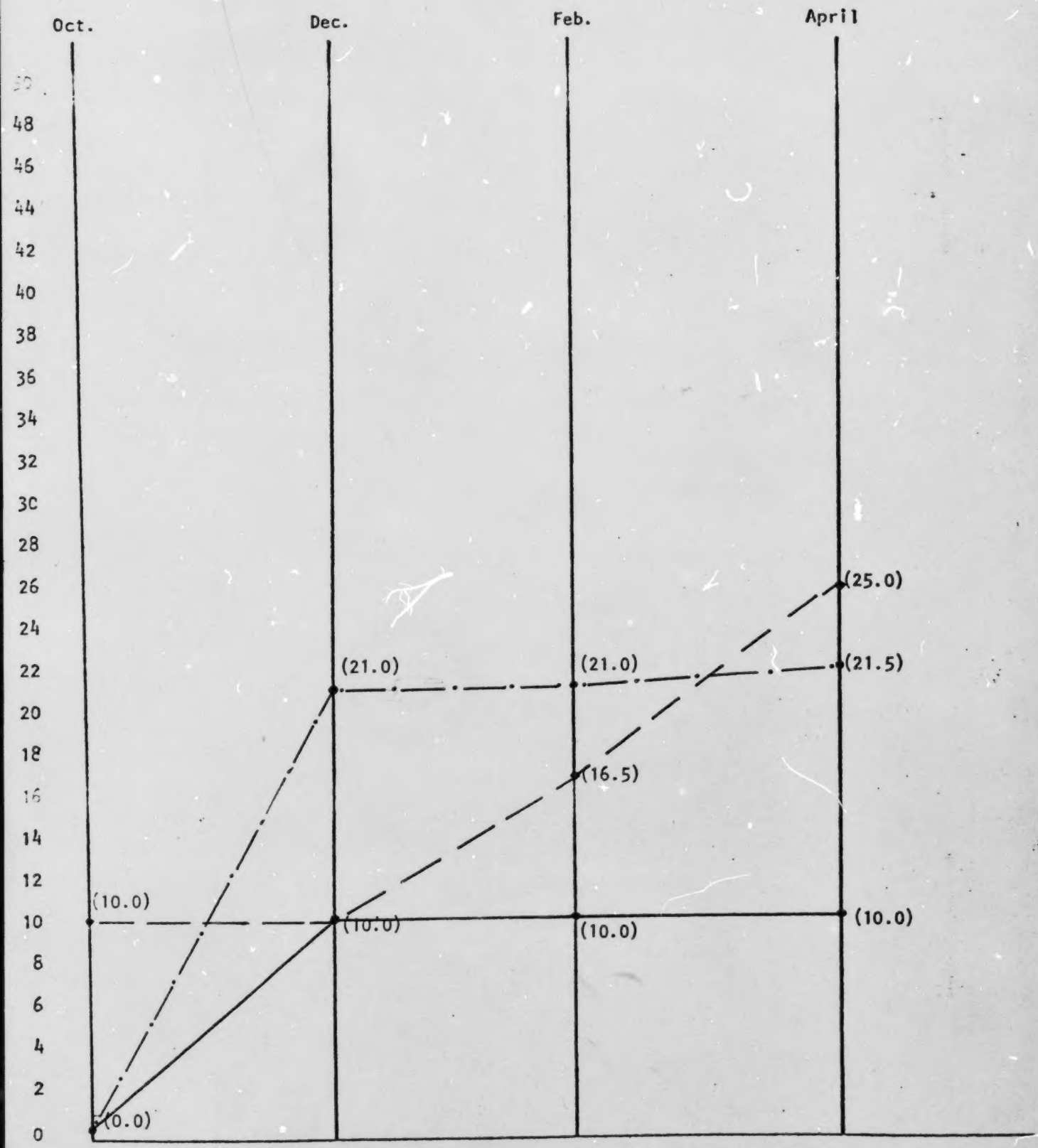
Harmony A



Mean Performance of All Students

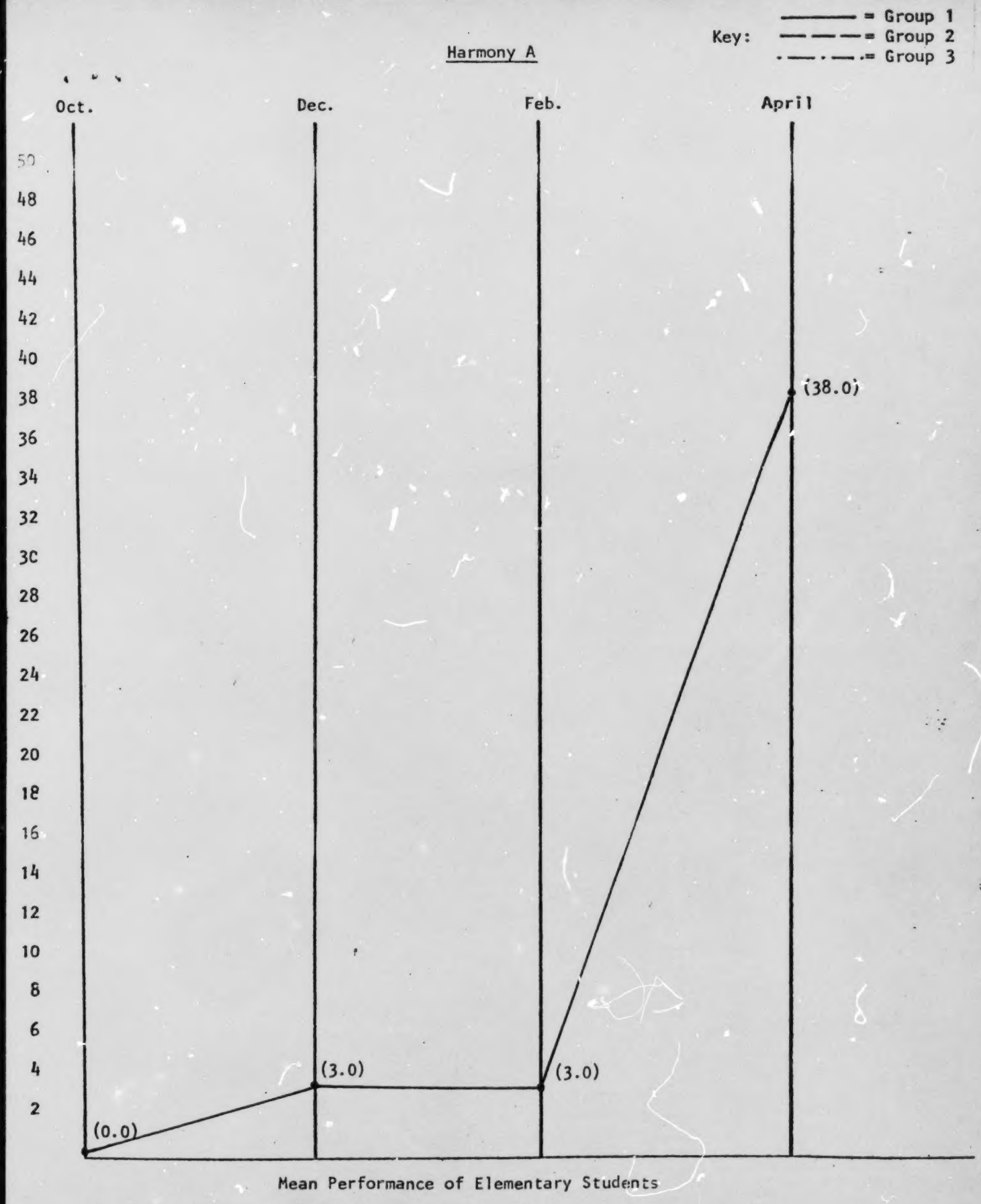
Key: ——— = Group 1
— — — = Group 2
·——— = Group 3

Harmony A



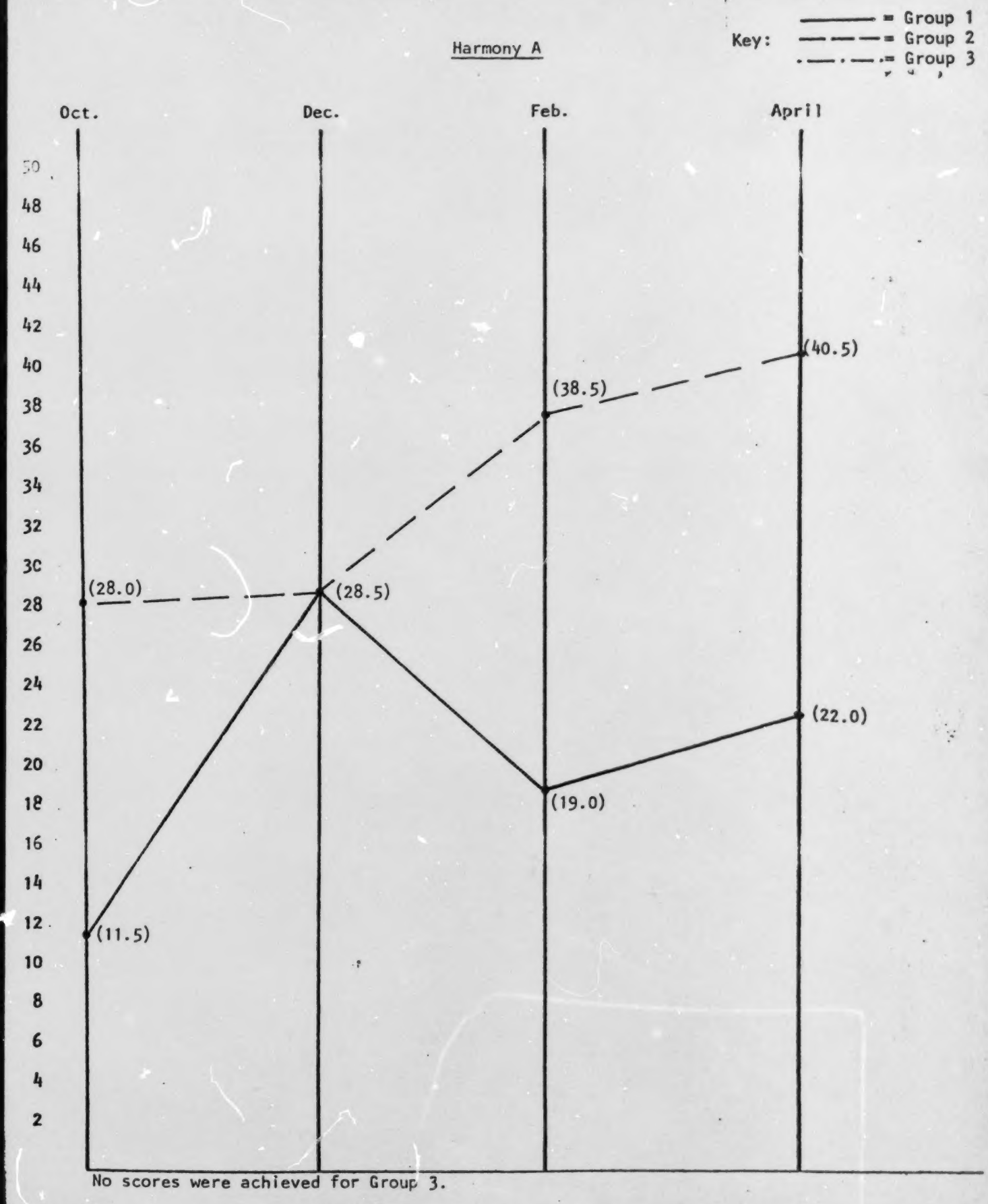
Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3



Mean Performance of Elementary Students

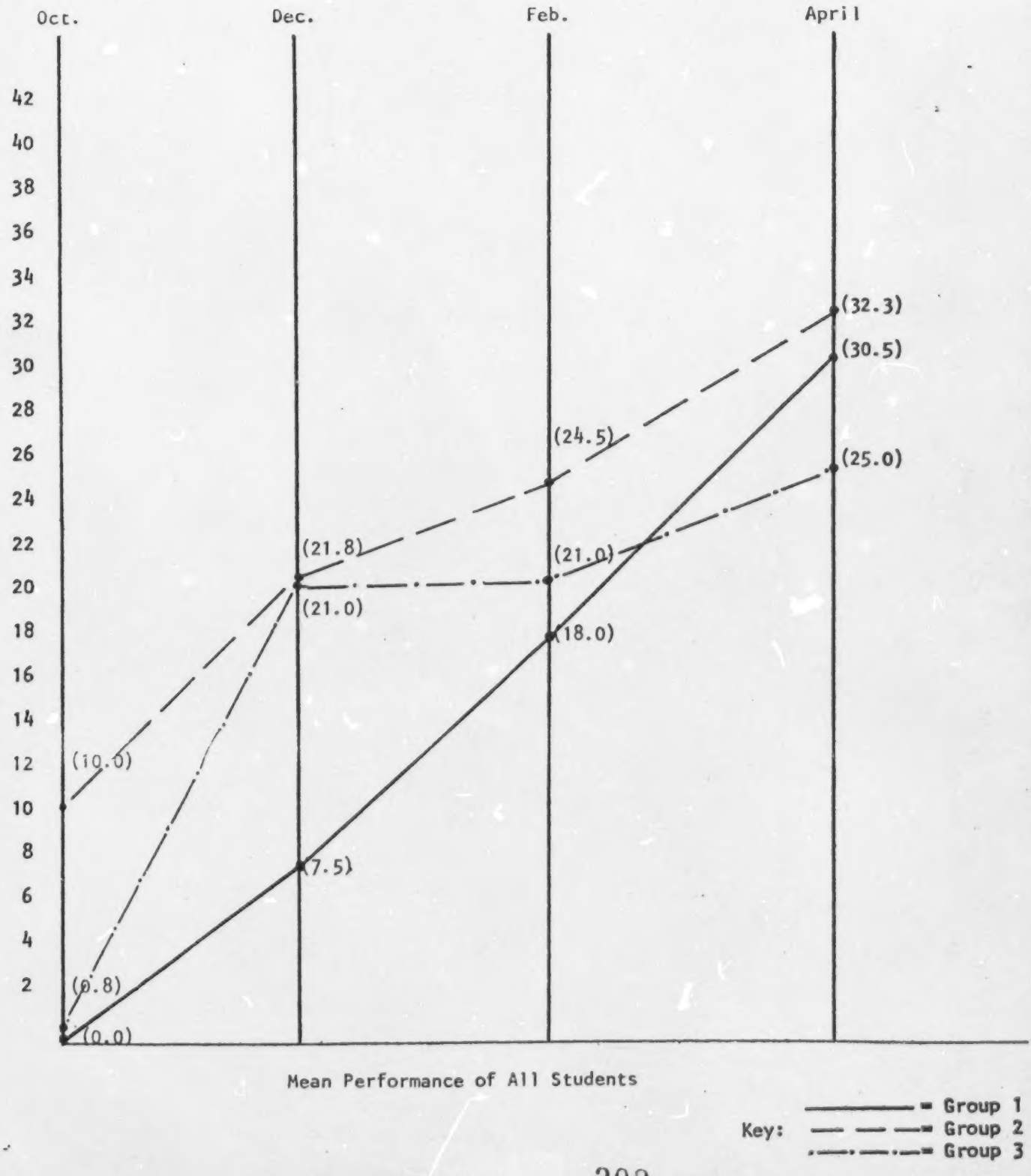
No scores were achieved for Groups 2 and 3.



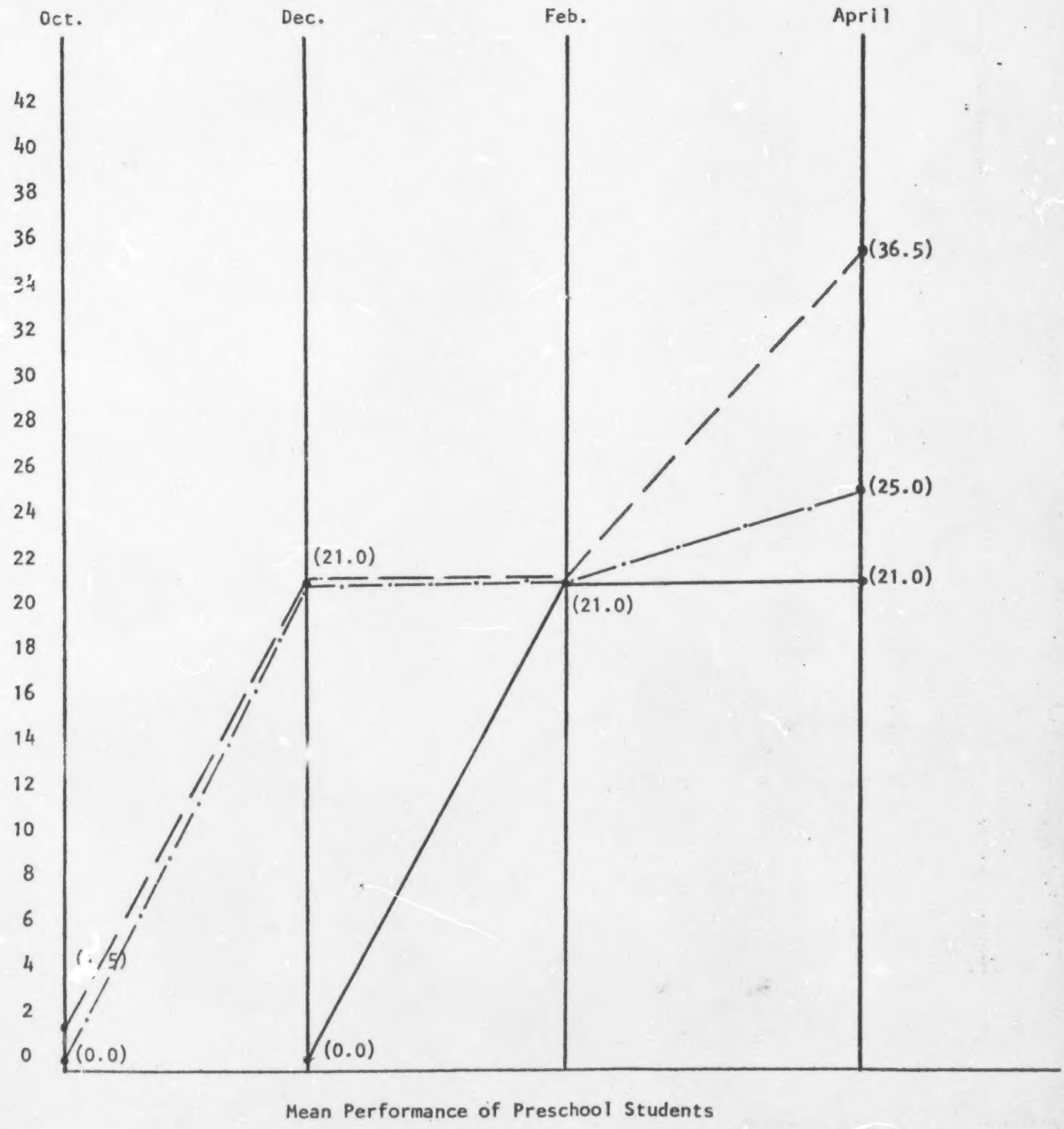
No scores were achieved for Group 3.

Mean Performance of Secondary Students

Harmony B


Oct.
Dec.
Feb.
April
42
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
(32.3)
(30.5)
(24.5)
(25.0)
(21.8)
(21.0)
(21.0)
(18.0)
(10.0)
(7.5)
(0.8)
(0.0)
Mean Performance of All Students
Key: Group 1
Group 2
Group 3

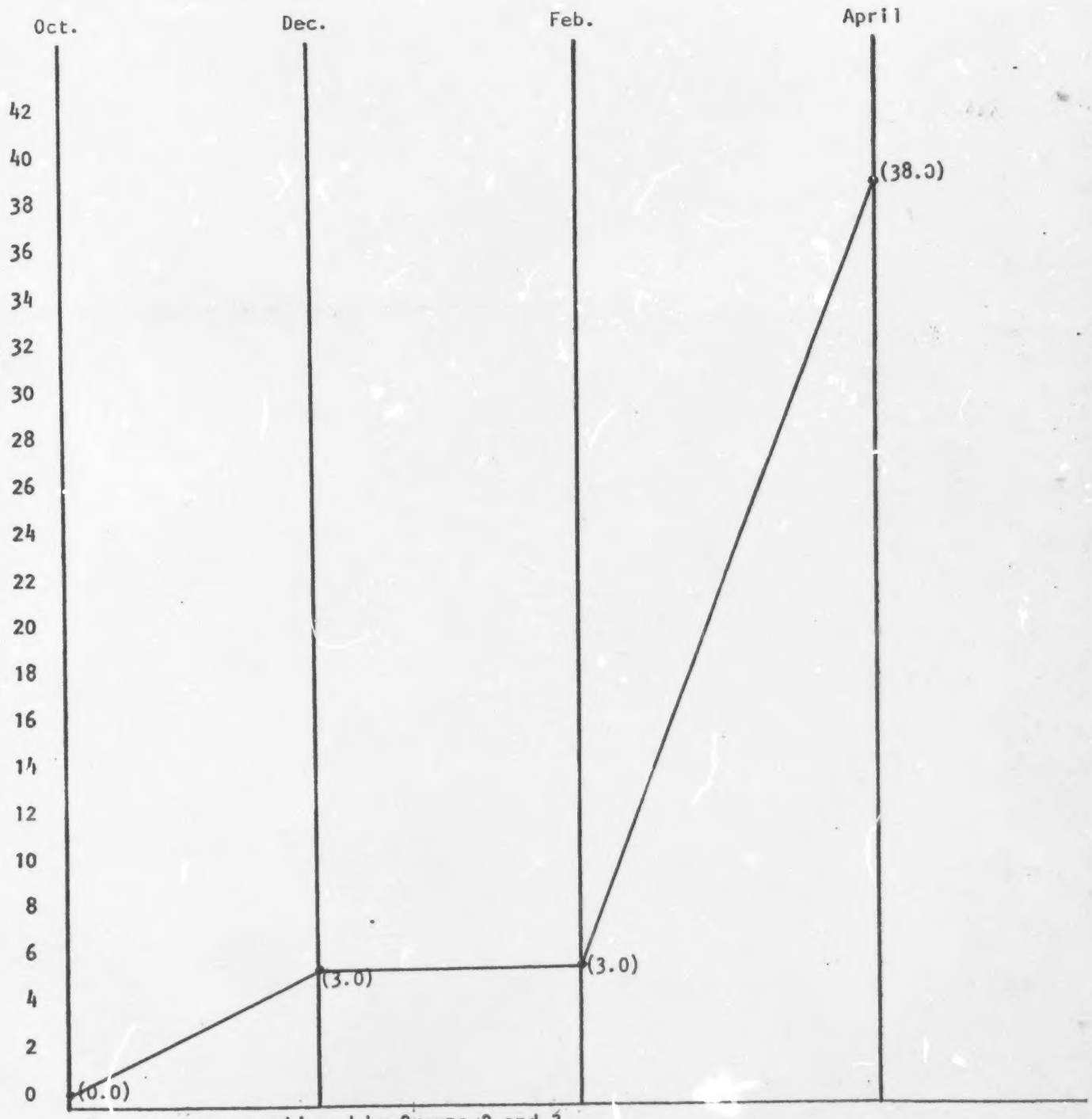
Harmony B



Mean Performance of Preschool Students

Key: ——— = Group 1
— — — = Group 2
·—·—· = Group 3

Harmony B



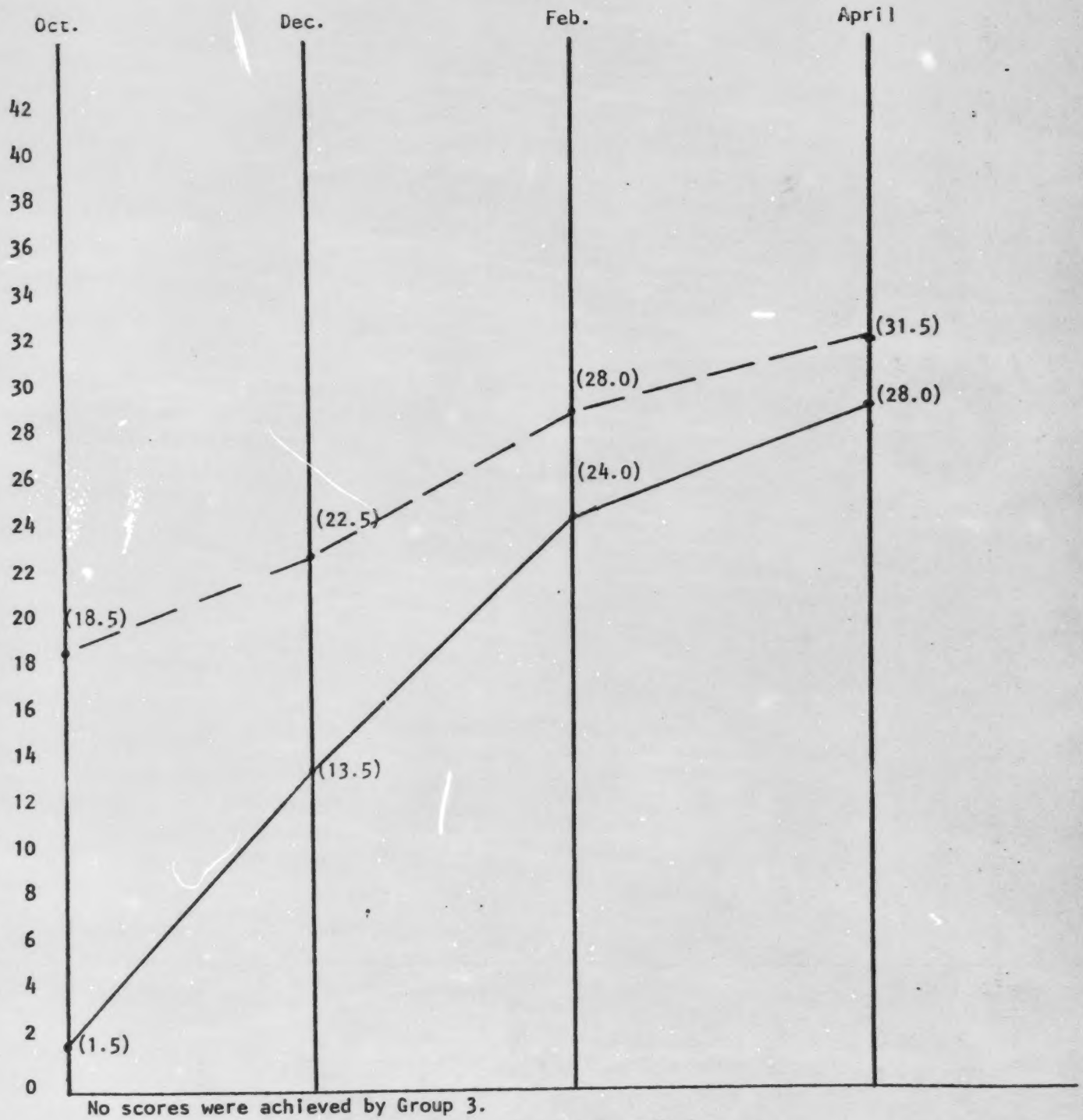
No scores were achieved by Groups 2 and 3.

Mean Performance of Elementary Students

Key: ——— = Group 1
— — — = Group 2
·—·—·— = Group 3

Harmony B

Key: ——— = Group 1
— — — = Group 2
.—.—.= Group 3



No scores were achieved by Group 3.

Mean Performance of Secondary Students